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An American History Curriculum for Eighth Grade Gifted Students

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AN AMERICAN HISTORY CURRICULUM
FOR EIGHTH GRADE GIFTED STUDENTS


by


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A thesis (project) submitted to the Division of Curriculum
and Instruction in partial fulfillment of the requirements
for the degree of Master of Education

UNIVERSITY OF NORTH FLORIDA
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ABSTRACT

The curriculum developed in this project was designed to meet the requirements of the Clay County gifted program. It provides a comprehensive American history curriculum, discovery through the Civil War, to promote mastery of the content area, increase involvement and interest of students in learning through the reduction of irrelevant and redundant material, and encourage individual initiative for one's own investigations.

The program consists of a series of independent studies in which the teacher is a facilitator who sets the stage and encourages students' endeavors. The study units developed for this project include objectives representing all levels in Bloom's Taxonomy.

The curriculum was evaluated by pilot-testing and surveying the students involved, as well as by surveying a team of teachers of the gifted and a university faculty member in social studies education.

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CHAPTER ONE - INTRODUCTION

Many gifted individuals make limited contributions to society because their gifts have not been developed and practiced. Whereas, a "back to basics" movement has characterized the 1980s, there has also been a push to meet the needs of the academically talented students. To meet these needs, the Florida State Department of Education coordinated development of Standards of Excellence which contain performance skills and objectives for the academically talented. A subset of students in this group was labeled "gifted", and a curriculum framework was developed around which an appropriate educational plan could be designed. Florida law mandated such a program for all gifted children. District boards developed specific objectives within the guidelines established by the state for all identified gifted students, including those in the junior high grades. Each school district developed its gifted curricular frameworks in a fashion tailored to meet the needs of its unique population. Such a program was designed in Clay County, a rapidly growing county in transition from rural to urban.

The Clay County Gifted Curriculum Guide (1985) was structured utilizing the following resources:

1. State of Florida Middle School Curriculum Framework

and Intended Outcomes for Advanced coursework in the areas of Language Arts, Mathematics, Science, and Social Studies.

2. State of Florida Student Performance Standards of Excellence.
3. Skills and objectives from former Clay County Gifted Curriculum Guide and selected ones from other resources.
4. Suggested activities and methods of evaluation compiled by the Curriculum Committee from a wide variety of resources.

In the Clay County gifted program, the teacher must incorporate the academic content areas into the following four strands:

1. Higher Level Thinking Skills
2. Research and Communication Skills
3. Self-Image Realization Skills
4. Exploratory Activities

An area of special need within the social studies curriculum is American history. Teachers need a curriculum which will meet the content requirements established by state law and school board policy and at the same time meet the needs of gifted students in the classroom. The program which follows provides a comprehensive American history curriculum designed to promote mastery of the content area, increase the involvement and interest of students in learning through the

reduction of irrelevant and redundant material, and encourage individual initiative for learning through one's own investigations. There is considerable emphasis on intellectual activity and activities designed to promote creativity. The curriculum developed for this project was designed to meet the requirements of the Clay County gifted program.

The program consists of a series of independent studies in which the teacher is a facilitator who sets the stage and encourages students' endeavors. The teacher is freed from large group instruction allowing more time for individual help for each student. Individualized instruction is not "do anything you like" instruction. The emphasis is on personal responsibility. The student must identify goals, select the methods to use, and make the necessary effort to achieve those goals. Students need to develop the ability to use numerous resource materials in seeking out information to answer questions and then use the information.

There is disagreement among experts in the field as to whether gifted students should be grouped homogeneously or mainstreamed into heterogeneous classrooms. This project will not deal with this issue. However, the units can be used with homogeneously grouped gifted students or in classrooms into which gifted students have been mainstreamed.

The study units developed for this project utilize the Bloom's Taxonomy model. The students will choose activities

from a learning center dealing with specific periods in American history. Each activity will deal with one of the six areas of Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. The study units will emphasize the upper three levels of the taxonomy; however, the entire domain of the taxonomy will be included.

A student/teacher contract will be developed for each unit of study which will specify work to be done, when it is to be completed, and how it will be evaluated.

The philosophical basis for this program is that learning is the product of insights gained by the student rather than information disseminated by the teacher. The instructional framework has been developed with the idea of providing opportunities for personal, meaningful discovery, rather than imposing on the student lessons to be learned in formal steps. In support of this philosophy, John Dewey has been quoted (Minges, Gato, Kresser, 1980) as saying, "Since learning is something that the person has to do for himself, the initiative lies with the learner. The teacher is the director who steers the boat, but the energy that propels it must come from those who are learning." (p. 34).

CHAPTER TWO - A REVIEW OF THE LITERATURE

The following areas pertinent to the design of an American history curriculum for eighth grade gifted students will be reviewed: the teaching of American history, the gifted adolescent, learning strategies for the gifted, and Bloom's Taxonomy.

THE TEACHING OF AMERICAN HISTORY

For many years, the most important reason suggested for teaching children American history was to inculcate in them a respect and reverence for the heritage of their country and to instill moral precepts deemed important to a free society (Partington, 1980). The Founding Fathers of our nation, led by Thomas Jefferson, set forth the belief that knowledge of the history of this country was necessary for effective leadership (Gross, McPhie, Fraenkel, 1969). More recently, history teachers have come to rely more strongly on the idea that a knowledge of the past is necessary for an understanding of the present (Partington, 1980) and that understanding of the present is necessary for effective citizenship.

American history is the only subject among the social studies that is studied by all American students in both elementary and secondary school (Gross, McPhie, Fraenkel,

1969). Unfortunately, there is a great deal of unnecessary duplication between the junior high and senior high levels of American history. It has been suggested that some of the duplication could be eliminated if the American history curriculum was divided into two parts with the senior high program beginning with the Civil War or some other acceptable point rather than with Pre-Columbian times as the junior high program does. The current curricula requirements do not allow time for adequate treatment of the major developments of the twentieth century.

Walter LeFeber, a Cornell University professor, has suggested five criteria (Lowe, 1969) by which he would judge what to teach in American history courses:

1. What are the central strands in the American experience; words such as conflict, democracy, sectionalism, expansionism?
2. What is unique in our heritage and our system?
3. What is relevant to the present?
4. How can complexities, such as a lack of utopias, best be taught?
5. How can a teacher deal with as many fields of history as possible?

To a large extent, the social studies teacher's job has been to provide students with factual background and some experiences in developing skills fundamental to good citizenship (Plow, 1981). Goals of the social studies

program for gifted adolescent students should also include: learning to compare things, ideas, events and situations on the basis of similarities and differences; identify unifying concepts and the interrelationships among social, political, cultural, physical and economic factors; make sensible predictions from generalizations; compare and contrast different cultures; draw conclusions or inferences from evidence; consider alternative solutions to problems and the consequences of each solution; develop critical understanding and methods of evaluating current issues (Wright, 1983).

Perhaps the main objective for social studies classes should be to help rear people who understand their society and their relation to it, and who have the knowledge, skill, and purpose necessary to make them effective members of that society as well as better persons (Gross, McPhie, Fraenkel, 1969).

THE GIFTED ADOLESCENT

In order to understand the characteristics and learning styles of gifted adolescents, it is important to understand some things about adolescents in general. This age of about nine to fourteen is a time of change: physical, social, emotional, and cognitive (Ross, Wright, 1986). Gifted adolescents often find that they are a maligned, misunderstood, sub-group (gifted) of a maligned,

misunderstood, group (adolescents) (Schroeder, VanNorden, 1983). Socially and emotionally this has been referred to as the "age of ambivalence" (Ross, Wright, 1986). Adolescents have a strong desire to be independent, as well as a strong need to be like their peers.

Many adolescents are undergoing a transition from concrete to formal operational thinking. There are spurts of brain growth, with the girls' growth at the 10-12 age being three times that of boys'. This situation reverses during the 14-16 age (Ross, Wright, 1985).

Gifted students are certainly not immune to these changes; nor do all gifted students follow similar patterns of development. Adolescence may be the most frustrating time for youth and those who care about them, but it is also the best time for encouraging self-initiative, independence and the growth of the creative mind (Clark, 1983). This period can be the beginning of personal excellence. Seeing the process of self-discovery in adolescence as a search for uniqueness on the one hand, and a common humanity and shared understandings on the other, it becomes clear that the environment in which such searchings and experimentations take place will be all important (Leyden, 1985).

Gifted adolescents are not necessarily star pupils. Their inability to achieve their potential may be attributable to several factors at this academic level including the following: the previous ability to achieve in

elementary grades with minimum effort and when confronted with work that requires more preparation and effort, difficulty in making the transition; frustration and boredom in the classroom; and inclination to hide their talent to be more like their peers (Wright, 1983).

LEARNING STRATEGIES FOR THE GIFTED

The U. S. Office of Education (1972) defines gifted and talented children as those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by regular school programs in order to realize their contribution to self and society. The majority of students identified for participation in gifted programs fall within that U. S. Office of Education gifted identification area known as academic aptitude (Polette, 1982).

Educational programs for gifted students have grown rapidly over the past ten to twenty years. These programs exist in almost every state. However, there are children who are not being served and need exists for upgrading existing programs (Ingram, Todd, 1983).

Contemporary literature is full of research related to kinds of experiences and teacher behaviors that best promote

academic achievement. Educators are being called upon to develop curricula which will provide opportunities to attain excellence while we instruct the masses (Ross, Wright, 1985). The most basic principle underlying curriculum development for the gifted is that the experience for these children must be qualitatively different from the basic program provided for all children. If they are considered different enough to need a special program, the curriculum must be built around the characteristics that make the program necessary (Maker, 1982).

While there is no teaching method uniquely appropriate to the needs of the gifted (Lowe, 1969), there are numerous programs proposed to serve the educational needs of gifted and talented children. The programs include acceleration, ability grouping, enrichment, independent study, mainstreaming or cluster grouping, mentorship, and pull out time (Ingram, Todd, 1983). Whatever type of program is selected, it must offer gifted children more flexibility with increasing amounts of independent work and greater freedom and responsibility in a less-structured environment than the average classroom (Correll, 1978). Additionally, teachers should be aware that regardless of learning style, gifted children will not benefit from a program that simply increases the workload offered in the regular curriculum (Alvino, 1981).

James Gallagher (1975) in his book Teaching the Gifted

Child describes four areas of emphasis for the gifted child:

1. Teach to the highest cognitive level possible.
2. Teach gifted children to use all their thinking processes.
3. Teach important ideas about all aspects of their life and times.
4. Teach methods by which gifted children can discover knowledge for themselves.

Gifted students need a way to get to information and ideas far sooner than more typical learners. They must be able to move efficiently on their own into areas not yet explored. They need to become familiar with the skills of historical research, descriptive research, and experimental research as tools for future learning and thinking (Ingram, 1983). As the gifted child communicates, organizes, and searches, he is engaging in the act of creation and in the act of directing his own learning (Minges, Gato, Kresser, 1980). According to Gallagher (1975), "When is a gifted child ready for the discovery of new ideas, for independent searching, for inquiry? Sometimes it seems as if the student must wait for graduate school, if then, before he does independent inquiry. When does the idea gatherer become the idea producer?" (p. 78).

A study by Emily Stewart (1980) supports the ideas that (a) gifted students do differ in their preferred styles of learning from students of the general population and (b) a

number of factors such as grade level, sex, favorite subject, IQ, locus of control, and strongest achievement area do influence learning style preference. There was apparent preference among gifted/talented students for instructional methods emphasizing independence (independent study, discussion), while students of the general population seemed to prefer somewhat more structured instructional methods (lecture, projects).

Another study conducted by Griggs and Price (1980) concluded that gifted students, compared to non-gifted students, are less teacher motivated and more self-motivated; more persistent; prefer some amount of sound rather than quiet while studying or concentrating; prefer learning through visual, tactile, or kinesthetic means rather than through auditory means; and prefer to learn alone rather than with peers or adults.

Research has also documented that the learning style characteristics of gifted students include being persistent, self-motivated, non-conforming, and perceptually strong (visual, auditory, tactile) learners, independent, internally controlled and task committed (Ross, Wright, 1985).

Gallagher (1975) states that appropriate content lies at the heart of gifted education. However, without appropriate teaching strategies or teaching systems, the acquisition of knowledge and the efficiency of the learning process is severely impeded.

The gifted and talented differ from the rest of society in the types of questions they ask, the interests they pursue, the inventions they produce, and the problems they solve. The unique characteristics of this group require different types of learner objectives, dialog, and assignments; teachers with special training; opportunities to interact with intellectual peers; and reward systems that encourage productive thinking and invention (Plowman, 1981). Instead of spending ninety percent of their class time learning facts, the gifted may need to spend seventy percent of their inclass time applying and interpreting knowledge; making exciting extrapolations from a particular set of facts; analyzing situations, action, and other aspects of society and culture (Plowman, 1981).

While educators are keenly aware that each child should have an opportunity to pursue an effective instructional program at a pace that is challenging and interesting, the majority of gifted children are still being served in the regular classroom. Therefore, individualized instruction holds the key for stimulating these children to use their gifts freely and extensively (Jeter, Chauvin, 1982). In many schools, children learn implicitly or explicitly from the earliest days of their enrollment that someone else will tell them what to learn, how to do it, when and where to do it, what materials to use, and when it has been completed satisfactorily. In short, there is often a much stronger

education for dependence than for independence (Treffinger, 1975).

The major goal of all gifted child education is to make independent learners of these academically talented youth and the components of individualized instruction seem ideally suited to meet this goal. The focus on the learner as an individual with a unique learning style and highly personal abilities sets the climate for an optimal learning experience. The self discipline, resourcefulness and self-evaluation that independent study promotes enhances the educational and personal maturity of the individual (Jeter, Chauvin, 1982). We cannot really be surprised when our students act as if "they cannot handle" the demands of independent learning; ordinarily, we have not taught them how. Instead of learning to be critical, imaginative, and independent, there is too often an emphasis on being obedient, cooperative and dependent (Treffinger, 1975).

The dilemma between teaching the regular curriculum and providing enrichment experiences presents one of the most important challenges to persons who are attempting to create individualized and qualitatively different programs for gifted and talented youngsters. Most teachers want to accommodate the special learning strengths of their above-average students but are frustrated by time constraints and the lack of an overall approach for substituting more challenging work for regular classroom assignments (Renzulli,

Smith, Reis, 1982).

Adolescent gifted students do not, in general, require the close supervision and teacher directed instructional strategies necessary for most average and below average learners. Self-inspired projects should be encouraged, too, because the gifted adolescent student is less teacher motivated than his younger counterparts, is willing to assume the responsibility for completing assignments (in self-determined ways!) and is highly persistent (Price, Dunn, Dunn, Griggs, 1981).

Teachers must be willing and able to learn some new methods and techniques for organizing the classroom and conducting instruction. Gradually, and systematically they must work towards greater self-direction with their students. As students gradually assume more and more responsibility in the classroom, learning how to become self-directed learner, teachers have to learn how to react. The teaching job will not be one of "doing nothing", or merely watching the students as they go about their work. Instead, teachers will learn how to use their time in new and different ways (e.g., assisting students in formulating projects and ideas, helping to locate resource people and materials, etc.) (Treffinger, Barton, 1975). Not all gifted students make choices easily. Structuring the choices will be necessary for those who have difficulty in order to guide them gradually into their own power (Clark, 1985).

All children, but gifted children especially, should develop an understanding that boredom is as much a personal failure as it is someone else's fault (Murphy, 1980). The ability to amuse oneself in all circumstances, to be content with one's own companionship, is a precious one. It will be particularly valuable to gifted children who may not have as many intellectual peers as the rest of us (Murphy, 1980).

Several teacher behaviors have been identified as conducive to developing a unique learning environment that best fosters the creative abilities and talents of the gifted (Wright, 1983). These behaviors include the following:

- a. Being a facilitator of learning rather than a disseminator of knowledge;
- b. Giving students time to think and to express themselves;
- c. Adapting tasks to varying levels of ability;
- d. Welcoming new ways of expression;
- e. Recognizing and respecting individual differences.

The teachers at the secondary level need to think about at least two primary objectives (Seelin, Birch, 1980). One objective is to help gifted and talented students refine their skills and methods of conducting research and investigations as well as their skills in communicating the results and implications of their findings. The second objective is to build and strengthen in these students a personal commitment to becoming better at managing their own

learning.

Gifted and talented students have special needs and special problems; they also have special, sometimes immense talent to lend to society (Davis, Rimm, 1985). Whatever efforts educators may take to facilitate the effective learning and adjustment of the gifted, the fundamental decision as to what should be done for or with them must be made in terms of their potential roles in society (Lowe, 1969). Gifted and talented students are tremendous natural resource, one that cannot be squandered.

BLOOM'S TAXONOMY

Numerous classification systems exist for analyzing levels of thought and guiding teacher questions. The most common is the Taxonomy of Educational Objectives proposed by Bloom (1956) and his colleagues that describes six levels of thinking in a hierarchical taxonomy in which each higher level includes and depends on all those below it. The taxonomy serves as a guide for the preparation of instructional objectives; it therefore helps dictate teaching strategies and learning experiences (Davis, Rimm, 1985).

Bloom's taxonomy has had an international impact on education by drawing attention to the difference between "low level" academic knowledge, that which is commonly taught, and "higher level" thinking skills, those which everyone suddenly

seemed to realize were rarely taught (Davis, Rimm, 1985). Although one often hears that gifted learners should be working at the top levels of the taxonomy, such a statement can be misleading. It would not be possible for gifted students to analyze information that they do not understand. All students need to be exposed to experiences at all levels of the taxonomy. The emphasis in instruction makes the difference, as gifted students often bring a large amount of knowledge to class with them (Clark, 1983). A curriculum designed to enhance more than the simple accumulation of knowledge and to guide the student deliberately toward comprehension, application, analysis, synthesis, and evaluation of knowledge should develop the pupil's higher intellectual processes (Rice, 1985). Through use of this taxonomy the teacher acts as a true developer of human intellect and personality as well as a repository for knowledge (Rice, 1985).

CHAPTER THREE - DESIGN OF THE CURRICULUM

Each student in the gifted program in Clay County Schools must be formally identified as gifted through a multiple criteria screening and identification process. While a gifted program is available to all qualified students, kindergarten through the twelfth grade, subjects available through the gifted program may vary from school to school within the system. This program of study is designed for gifted students in eighth grade American history classes.

Since a review of related literature indicates that it is desirable to cultivate self-directed learning among gifted students, the learning centers developed for this program will emphasize a more independent style of learning than is found in the average classroom. Teachers who are engaged in this program will need to consider the possibility that their students may lack the necessary research skills for the program. If this situation exists, teachers may need to provide activities to develop basic study skills or research skills. An abundance of commercial material designed to develop these skills is available (see Appendix) or the teacher may want to consider development of his/her own materials.

The learning centers have been developed using themes from American history beginning with the Age of Exploration

and Discovery and ending with the Civil War. The learning centers will be presented to the students in chronological order. It is anticipated that it will take approximately three weeks to complete the activities for each center. If the curriculum is to be truly individualized, however, more or less time may be involved, depending on student interest and achievement.

Bloom's taxonomy has been used as the basis for the development of the objectives and activities in each learning center. Gifted students will be encouraged by the teacher/facilitator to process and deal with activities requiring higher levels of thinking such as analysis, synthesis, and evaluation. The activities for the learning center will be placed on task cards and placed in large manila envelopes on the backboard of the learning center by category. Students may browse through the center, possibly discussing the many alternatives with classmates and choose activities to complete.

Essentially, the teacher is providing the framework and the student is making decisions about implementing the study. Included in the activities of each learning center will be required teacher created crossword puzzles and wordsearches. These activities will be used to familiarize students with vocabulary necessary to the understanding of the content area. In addition, students may also be required to complete activities using maps or map skills at some of the centers.

Secondary teachers of the gifted in Clay County are required to give grades in the content area and, therefore, the activities completed in each learning center will be graded. Students will contract for points based on the value of the task cards and accumulate points for their grades by completing those tasks selected. The points will be earned in the following manner: Knowledge - one point, Comprehension - two points, Application - three points, Analysis, - four points, Synthesis - five points, and Evaluation - six points. The grades will be determined in the following manner: A = 47-50 points, B = 43-46 points, C = 37-42 points, D = 33-36 points, and F = 0-32 points.

The task cards in their appropriate envelopes will be arranged on a folding backboard, such as the cardboard cutting boards used by seamstresses (See Appendix). This will alleviate problems of display, transport and storage. This system will also provide for the possible need to set up several centers at one time to allow for the varying rates of progression through the centers by the students.

While the tasks are designed to promote creativity within each student, it is expected that students will share ideas and discuss the issues raised by each center. Students are expected to demonstrate conventional forms of spelling, punctuation, and grammatical expression. It is also expected that activities be historically accurate, unless the activity involves a futuristic problem.

A contract (See Appendix) between the student and the teacher will be developed for each learning center. The student must decide to accomplish certain tasks in a specific way, by a specific time, with a predetermined accountability system. This contract, or management tool, will help teachers maintain student schedules and teach the students how to manage their independence and their time.

Initially, the teacher will need to gather resources for the learning center. Students will use an abundance of encyclopedias, atlases, dictionaries, and other books of reference. As students gain research experience they will be afforded access to the library whenever possible for additional research.

In order for this program of study to be successful, it will be necessary for the teacher/facilitator to place a greater emphasis upon student accomplishments and less on his/her own presentations. Successful participation in this program should teach students to solve problems, not just memorize answers.

Evaluation of the study will be both cognitive and affective: (1) students will be surveyed to determine their opinions of the validity of the program and (2) the test scores of the students on content area tests will be compared to those achieved by high level students in a traditional American history class. It is anticipated that participating students' achievement will go beyond mastery of standard

content processes.

All phases will be validated by a team of teachers of the gifted and a university faculty member in social studies education. Revisions suggested by the validation team will be incorporated into the final product.

CHAPTER FOUR - ACTIVITIES OF THE CURRICULUM

The material for this curriculum has been divided into seven units of study. They are arranged sequentially; however, each is independent of the others.

The units of the study are the following: Discovery and Exploration, Colonial America, The American Revolution, A New Nation Develops, Westward Expansion, The Jacksonian Era, and The Civil War.

DISCOVERY AND EXPLORATION

ACTIVITY CARDS

1. Each card has one activity and the thinking level written on it.
2. Each category is a different color.
- 3 Each card is shaped like a sailing ship.

CATEGORY - SPANISH EXPLORATION

Make a list of Spanish contributions to the American culture.
(Knowledge)

Make a list of reasons why the Spanish were anxious to explore new areas. (Knowledge)

Explain how the Spanish, with mere handfuls of men, overthrew the great kingdoms of the Incas and the Aztecs.
(Comprehension)

Make a scrapbook of pictures of explorers of Florida.
Include the accomplishments of each. (Application)

Prepare a poster showing events in the Spanish exploration and colonization of the New World. (Application)

Write a report on sunken treasure ships near Florida's coast.
(Application)

The voyage of Columbus into a world unknown can be compared to the launching of the first manned space craft. List as many ways as you can comparing how these two events were alike and different. (Analysis)

Suppose Magellan had lived to finish his trip around the world. What advice would he have for other explorers?
(Synthesis)

Pretend you are a native American witnessing the landing of Columbus. Describe what you see and what you feel.
(Synthesis)

Pretend you are a sailor aboard one of the ships making the trip to the New World in 1492. Keep a diary of your experiences. (Synthesis)

Pretend you are a TV reporter interviewing Balboa after he discovered the Pacific Ocean. (Synthesis)

Pretend you are a news reporter covering Cortes' conquest of Mexico. Write a series of articles for your paper.
(Synthesis)

Imagine you are alive and living in Spain in 1492. Do you agree or disagree with the following statement? Explain why.
"The sailors of Columbus were foolish to go with him."
(Synthesis)

Write a creative story about the search for Cibola.
(Synthesis)

Pretend that you have been with Pizarro during his campaign in Peru. Write a letter to friends back home in Spain telling them of Pizarro's conduct and expressing your own feelings about what he did. (Synthesis)

Write an imaginary dialogue between Christopher Columbus, King Ferdinand, and Queen Isabella upon Columbus' return from his 1492 voyage. Imagine the questions that the king and queen might ask and the replies that Columbus might make.
(Synthesis)

Write an essay explaining in what ways the Indians living in the New World harmed by the Spanish? What did they learn from the Spanish? In your opinion, what was the greatest change in the lives of the Indians as a result of Spanish colonization? (Evaluation)

Can it be said that Columbus died a disappointed man despite his accomplishments? Explain your answer. (Evaluation)

CATEGORY - ENGLISH EXPLORERS

Make a list of English explorers in the New World and their accomplishments. (Knowledge)

Describe Martin Frobisher's trips in search of a Northwest Passage". (Comprehension)

Explain the effects of the defeat of the Spanish Armada on English exploration of the New World. (Comprehension)

Make a crossword puzzle dealing with the English and their explorations in the New World. (Comprehension)

Make a model of Drake's ship, The Golden Hind. (Application)

Imagine you are a sailor on Cabot's ship. Write a letter to a relative or friend telling about some of your experiences.
(Synthesis)

Write a story describing what happened to the members of the "Lost Colony". (Synthesis)

To the English, Francis Drake was a hero. To the Spanish, he was a pirate. Write an editorial expressing your opinion of his activities. (Evaluation)

CATEGORY - FRENCH, PORTUGUESE, AND NORSE EXPLORERS

Draw a map showing areas of North America explored by the French. (Knowledge)

Make a list of cities in the United States which have French names. (Knowledge)

Look up information and write a report on the Vikings. Where did they come from and what areas of North America did they explore? (Comprehension)

Write a report on excavations at the sites of Viking settlements in North America. (Comprehension)

Read a biography of a French explorer and report orally to the class. (Comprehension)

Explain why the "New World" was named after Amerigo Vespucci rather than Columbus. (Comprehension)

Make a scrapbook of pictures of French explorers and their achievements. (Application)

Make a filmstrip describing the French explorations in the New World. (Application)

Compare the reasons Prince Henry sent out explorers with Marco Polo's reasons for travel to the East. (Analysis)

Compose a poem describing the achievements and failures of the French explorers in North America. (Synthesis)

CATEGORY - GENERAL INFORMATION

Make a time line of discoveries and explorations in the New World between 1000 and 1700. (Knowledge)

Make a glossary of people and places associated with the "Age of Exploration". (Comprehension)

Make poster illustrating the sailing vessels of the "Age of Exploration". (Application)

Make a mural depicting European exploration of the New World.
(Application)

Make a scrapbook of early maps of the New World. Arrange the maps in a progressive order as more land was explored and mapped. (Application)

Compare the way that Cortes and Champlain dealt with the Indians and the results of the actions. (Analysis)

Compare and contrast English, French, and Spanish reasons for exploring and colonizing the New World. (Analysis)

Interview the explorer of your choice for the "You Are There Show" immediately following his discovery or achievement.
(Synthesis)

Compose a song describing the superstitions about the Atlantic Ocean which caused sailors to fear an ocean trip during the 15th century. (Synthesis)

Write an essay evaluating whether a powerful nation has a right to claim and conquer other lands. (Evaluation)

UNIT WORKSHEETS

DISCOVERY AND EXPLORATION

FAMOUS EXPLORERS

EXPLORER	DATE	ACHIEVEMENT
COLUMBUS		
BALBOA		
MAGELLAN		
CORTEZ		
PIZARRO		
PONCE DE LEON		
DESOTO		
CORONADO		
CARTIER		

CHAMPLAIN		
HUDSON		
CABOT		
MARQUETTE		
LEIF ERICSON		

MAP WORK - NORTH AMERICA IN 1750

COLOR:

lands claimed by the French yellow

lands claimed by the Spanish red

lands claimed by the English blue

LABEL:

Mexico

Florida

St. Lawrence River

Mississippi River

Cuba

Gulf of Mexico

Atlantic Ocean

Pacific Ocean

MAP - NORTH AMERICA IN 1750



DISCOVERY AND EXPLORATION

Z G O S P E L Z N X O P C M L C V K E E A
 G A Z K T N A L L E G A M T R E I X L O L
 X D C D I A Z G E H J V C H A O N B B D D
 R Z S D U T U M E I E O C L G C L L X G R
 N J G U P N G G C U F F L O R R A Z I P O
 P S N H B I C Y U A U E E I R B N B Y K K
 C L I L O M Y H T S B E R T E O D R O L F
 O T K Z O G U X Q A T E F I T T N N A T X
 R P I M L C X L S J I I Z B C E O A X L U
 T E V S A C N I O V C W N A H S U C D F C
 E N I L N O I T A C R A M E D T O Q M O E
 Z E Y K M G N C U P Y X C U O E D N R M S
 M D U O P I M P J I Z N H T C V V U X A O
 A T H D I G S H F B I Y O B V A N A J S M
 Y N O R S E M E N R R S A N N N R Z C P P
 E R B Z V I Z T P N E Q D P F I B T Q A P
 O R O J P O N C E D E L E O N T R E I V Z
 N I A L P M A H C S O Z A J V O T C E E A
 E V N V G D Q A B G A U M B H K V S Z W R

Can you find these words?

DEMARCATIONLINE
 HENRYHUDSON
 LEIFERICSON
 CHAMPLAIN
 CORONADO
 NORSEMEN
 VIKINGS
 DESOTO
 CORTEZ
 GLORY
 DIAZ

CABEZADEVACA
 PONCEDELEON
 ESTEVANITO
 VESPUCCI
 ISABELLA
 CARTIER
 VINLAND
 GOSPEL
 BALBOA
 INCAS

PRINCEHENRY
 STAUGUSTINE
 MARQUETTE
 MAGELLAN
 COLUMBUS
 PIZARRO
 JOLIET
 AZTECS
 CABOT
 GOLD

Answer Key for: DISCOVERY AND EXPLORATION

. G O S P E L V . . . A
 T N A L L E G A M . . . I . . O .
 . . . D I A Z . E . J . . . A . N . B . .
 . . S . . . U . . I . O C L . C L L . . .
 . . G U . . . G C . F . L O R R A Z I P .
 . . N . B . . . U A . E E I R B N B Y . .
 C . I . . M . . . S B . R T E O D R O . .
 O . K . . . U . . A T E . I T T N N . T .
 R . I . . . L S . . I Z . C E O A . . .
 T . V S A C N I O . C . N A H S U . D . .
 E N I L N O I T A C R A M E D T O Q . O .
 Z U . . . C U O E . N R . .
 P . . . N H T C V V . . A .
 S . . . I Y O . . A . A . . M
 Y N O R S E M E N R R S . . . N R Z C . .
 . R . . V . . P N E . D . . I . T . A .
 . . O . P O N C E D E L E O N T . E I . .
 N I A L P M A H C . O O . C . E .
 G G S . . R

[illegible]

DISCOVERY AND EXPLORATION

ACROSS:

3. CONQUERED THE AZTECS OF PRESENT DAY MEXICO
5. ENGLAND CLAIMED THE COAST OF NORTH AMERICA AS THE RESULT OF HIS EXPLORATIONS
6. TRAVELED TO THE FAR EAST AND WROTE A BOOK OF HIS TRAVELS
9. FOUNDED THE SETTLEMENT AT QUEBEC
10. THE FIRST COUNTRY TO LOOK FOR AN ALL WATER ROUTE TO THE EAST
13. ANOTHER NAME FOR NORSEMEN

DOWN:

1. HE DISCOVERED THE MISSISSIPPI RIVER
2. SAILED AROUND AFRICA TO INDIA
4. THE DISCOVERER OF FLORIDA
7. HIS SHIPS WERE THE FIRST TO SAIL AROUND THE WORLD
8. HE CONQUERED THE INCAS OF SOUTH AMERICA
9. CREDITED WITH THE DISCOVERY OF THE NEW WORLD
11. HE TRIED TO START THE FIRST ENGLISH COLONY IN AMERICA
12. HE DISCOVERED THE ST. LAWRENCE RIVER

3. CORTEZ
5. JOHNCABOT
6. MARCOPOLO
9. CHAMPLAIN
10. PORTUGAL
13. VIKINGS

1. DESOTO
2. DEGAMA
4. PONCEDELEON
7. MAGELLAN
8. PIZARRO
9. COLUMBUS
11. RALEIGH
12. CARTIER

D E S O T O
 C O R T E Z P J O H N C A B O
 G A N
 M A R C O P O L O
 A E
 D E
 M P L A I N P
 C H A M P L A I N I
 O G E P O R T U G A L
 L E P O R T U G A L
 U L L N R
 M L A N R
 B U N O
 R C
 A R
 L R
 E T
 V I K I N G S
 G E
 H R

UNIT - COLONIAL AMERICA

ACTIVITY CARDS

1. Each card has one activity and the thinking level written on it.
2. Each card is a different color.
3. Each card is shaped like a colonial girl.

CATEGORY - ESTABLISHING THE COLONIES

Make a wordsearch of important personalities of the Colonial Period. (Knowledge)

Write a list of reasons why people left Europe to face the hardships of life in the New World. (Comprehension)

Make a crossword puzzle entitled "Founders of the Original Colonies". (Comprehension)

Research the origin of the names of the 13 original colonies and make a chart of the names. (Comprehension)

Prepare a poster on any one of the colonies showing the most significant aspects of its founding and structure. (Comprehension)

Make a primary age booklet about the development of any one of the colonies. Include reasons for colonization, leaders, problems, etc. (Application)

Write a play depicting Oglethorpe's efforts to recruit convicts to migrate to the New World. (Application)

Make a model of an early settlement. Make your model as accurate as possible. You may use clay, paper, wood, or metal. (Application)

Make a pictorial chart illustrating a list of political, economic and social conditions in Europe that stimulated colonization in America. (Application)

Research and compare the founding of Australia with the founding of Georgia. (Analysis)

Write an imaginary conversation between William Penn and James Oglethorpe as to the best methods for successful colonization in America. (Analysis)

Make a pictorial chart comparing the size of ships in which the colonists traveled to the New World compared to modern ocean going ships. Also compare travel times. (Analysis)

Discuss and analyze the differences between the motives of many English colonists who fled persecution, and the Spanish and French colonists who sought wealth. (Analysis)

Discuss in an essay reasons the English colonies developed more rapidly than the French. (Synthesis)

Write an essay explaining the role of early colonization in making the United States multiethnic. (Synthesis)

Pretend you have been given permission by your king to begin a colony in the New World. In order to have the best chance for a successful colony, who would you include in your colony? (Synthesis)

Develop a "Meet the Press" TV broadcast interviewing one or more of the founders of the colonies. (Synthesis)

Evaluate the roles of religion in the founding of the colonies. In which was there the most religious freedom? In which was there the least? (Evaluation)

Discuss in an essay or editorial why Europeans felt that they could claim land in the New World regardless of the fact that it was already inhabited? (Evaluation)

CATEGORY - COLONIAL LIFE

Make a list of scientific achievements during the colonial period. (Knowledge)

Make a list of Puritan blue laws and their penalties. (Knowledge)

Write a report on medicine in the colonies. (Comprehension)

Make a list of foods and other products the Indians taught the English to use. Which of them do we use today. (Comprehension)

Make a poster of colonial home "appliances". (Application)

Find pictures of houses like those the Pilgrims built. Draw a picture of Plymouth as it looked in 1621. (Application)

Make a scrapbook of pictures depicting colonial occupations. (Application)

Make a scrapbook of drawings depicting colonial dress. (Application)

Make a poster depicting recreation and amusements in colonial days. (Application)

Write a news article which might have appeared in a colonial newspaper describing Bacon's Rebellion. (Application)

Write a descriptive narrative or a play about the Salem Witchcraft Trials. Include the principle personalities in your writing. (Application)

Develop a TV news broadcast describing the trial of John Peter Zenger. Include the opinions of various people involved. (Application)

Make a booklet of songs that were popular during the colonial period. (Application)

Pretend you are a French fur trader. Write a descriptive letter home about life in North America. (Application)

Make a bulletin board of Phillis Wheatley's life and poetry. (Application)

Make a diorama depicting the arrival of the first slaves in the colonies. (Application)

Develop a imaginary diary about living in New Amsterdam. Include differences between this colony and English colonies. (Analysis)

Make a list of the daily activities of a colonial family which would not be part of the daily life of a family today. Make a second list of present day activities which would have been unknown to a colonial family. (Analysis)

Write an essay comparing living conditions in colonial cities around 1700 with living conditions in American cities today. What problems in the past still exist? What changes have occurred? (Analysis)

Benjamin Franklin was one of colonial America's most famous personalities. Make a list of his contributions to American life. Discuss the ways in which Franklin's accomplishments continue to affect American life. (Synthesis)

Pretend you are a young African living near the western coast of Africa. One day some slave traders capture you and sell you into slavery. Write a poem expressing how you might feel. (Synthesis)

Write an essay describing the ways in which the Quaker religion encouraged the development of democracy in Pennsylvania. (Synthesis)

Write an essay explaining how the colonists and Indians were interdependent. Explain how this led to changes on both sides and describe in what ways these changes happened. (Evaluation)

Write an essay evaluating whether women's roles have changed much since colonial days? Why or why not? (Evaluation)

Write an editorial evaluating whether the use of indentured servants was a fair practice for the servants and for the owners. (Evaluation)

Explain when and why the Puritan rule in Massachusetts came to an end. Include legacies of the Puritan rule to modern American society. (Evaluation)

CATEGORY - INFLUENCES ON DEVELOPMENT

Write a report describing the theory of mercantilism. Explain how it affected the colonies. (Comprehension)

Make a poster showing the three major triangular trade routes followed by New England merchants to earn cash for their colonies. (Application)

Make a chart comparing the English colonies in North America with the French colonies in terms of population, government, occupations, and territory occupied. (Analysis)

In the struggle for the North American continent, the Indians, for the most part, sided with the French. Analyze the reasons for their preference for the French. (Analysis)

Make a chart with the two headings DEMOCRATIC GOVERNMENT and PUBLIC EDUCATION. List the institutions which were developed in the colonies which could fit under each of the headings. Include the colonies in which they developed. (Synthesis)

Evaluate why the ideals of religious freedom and equality were not fully realized in the early colonies. (Evaluation)

Would the American Indians have been better off today if the English had lost the French and Indian War? Why or why not? (Evaluation)

Write an essay explaining how the economic systems developed in the colonies (New England, Middle, and Southern) reflected the impact of the geography and the environment. (Evaluation)

UNIT WORKSHEETS

MAP WORK - THE ENGLISH COLONIES

I. ON THE MAP ON THE FOLLOWING PAGE:

- A. Label each of the original colonies.
- B. Color the New England Colonies yellow.
- C. Color the Middle Colonies orange.
- D. Color the Southern Colonies blue.
- E. Locate these colonial cities.
 - 1. Portsmouth
 - 2. Salem
 - 3. Boston
 - 4. New Haven
 - 5. Savannah
 - 6. Charleston
 - 7. Wilmington
 - 8. Providence
 - 9. New York
 - 10. Albany
 - 11. Philadelphia
 - 12. Annapolis
 - 13. Williamsburg
 - 14. Jamestown

MAP - THE ENGLISH COLONIES



COLONIAL AMERICA

V X F S Z O P Q Y U B Y Q G C R V R U O D
 G F O L X T U T I D E W A T E R Q N M R A
 E L U A W N R H Y B S R O T E I R P O R P
 G T N V C A I D N K Y H L K U J J F U L P
 A N N E H U T C H I N S O N E P D D V T R
 S S E S R Q A H T E R O D D J A E D J E E
 S M P P S S N A E N H N A R R B P I N I N
 A A M I D H S Q C S I R O B T F C B Q N T
 P I A L O R D B A L T I M O R E S P U D I
 E L I G J K A M H R Y A R R R Y Z Y A E C
 L L L R B K O V A T I S R N H T T H K N E
 D I L I C H W L R L X Z A V B A A A E T N
 D W I M T X U G L A A V T R I G C P R U N
 I R W S I G P I J N H U G U E N O T S R S
 M E U B N N W M T R E V L A C E G R O E G
 Q G J A M E S O G L E T H O R P E T D D X
 N O I M C T A S L D Z M G R V Y U E I Z Y
 A R E G N E Z R E T E P N H O J W V M M Y
 T N T V W S X O Z S O N V E B S G J E F E

Can you find these words?

THE STARVING TIME	WILLIAM BRADFORD	TRIANGULAR TRADE
JAMES OGLETHORPE	JOHN PETER ZENGER	ANNE HUTCHINSON
LORD BALTIMORE	GEORGE CALVERT	ROGER WILLIAMS
MIDDLE PASSAGE	THOMAS HOOKER	PROPRIETORS
WILLIAM PENN	INDENTURED	APPRENTICE
TIDEWATER	HUGUENOTS	PILGRIMS
PURITANS	HARVARD	PATROON
DEBTORS	QUAKERS	SQUANTO
SWEDES	SLAVES	

. . . S . O P D
. . . L . T U T I D E W A T E R . . . R A
E . . A . N R . . . S R O T E I R P O R P
G . N V . A I K . . . F . . P
A N N E H U T C H I N S O N E . D D . . R
S S E S . Q A H . . . O . D . A E . . . E
S M P P . S N . E . H N A . R B . . . I N
A A M I D . S . . S . R O B T . . . Q N T
P I A L O R D B A L T I M O R E . . U D I
E L I G . . A M . R . A R . R . . . A E C
L L L R . . O V A . I S R . . T . . K N E
D I L I . H . L R L . . . V . . A . E T .
D W I M T . U . L A I . . P R U .
I R W S . G . I . . H U G U E N O T S R S
M E . . N . W . T R E V L A C E G R O E G
. G J A M E S O G L E T H O R P E T D D .
. O I E I . .
. R E G N E Z R E T E P N H O J W . . M .
T S E

THE COLONIES

D C A O N G X Z X U M C E D L D Y B U C G
 E N V D C C Z C J Q H S U I H B V O O E W
 N P W I L U E G K F E C X C E O V N S B Y
 T O B P R S B E F X C Q F X K N N I I F A
 B C A P A F M A S S A C H U S E T T S N X
 M R V C I N C G O X T C K C C W N Y I H W
 E Z H O N B B V U C K H Q T L Y Z L Z I D
 A S X F I O X A T E T O I Z V O O U E N K
 X I X M G O T R H D I C R S I R T Y A W W
 D P N U R S O F C L U H A W A K G L T Z O
 F E E A I B N J A T R X G C R Y S T V B T
 D P J E V D W K R Y X U H P I I D V C E Q
 N A Z K F L H E O E H T U R E X W S X B U
 A C U K J M Y D L K R R J D E L A W A R E
 L I Z C E Y I S I O E G O X X U P L S E F
 Y E S R E J W E N E W H A M P S H I R E O
 R X J O O K W X A N R Z D H O Q L R D T U
 A I G R O E G V L B E W C E G Z U L K M J
 M R F V I O S D U E O P B D G R Y A K G F

Can you find these words?

NORTH CAROLINA
 NEW HAMPSHIRE
 RHODE ISLAND
 MARYLAND
 GEORGIA

SOUTH CAROLINA
 PENNSYLVANIA
 NEW JERSEY
 VIRGINIA

MASSACHUSETTS
 CONNECTICUT
 DELAWARE
 NEW YORK

. C .
 O . .
 N . . .
 NN . . . A
 A . M A S S A C H U S E T T S N .
 I O C W . . I . .
 N U T . Y . L . . D
 A I T I . . O O . . N .
 . I . . G H . . C . . . R . . A . .
 . . N . R C . U . . . A K . L . . .
 . . . A I A T . . . C . . S
 D V R . . . H . . I
 N L O . . T . . E
 A Y . L . R . . D E L A W A R E
 L S I O . . O
 Y E S R E J W E N E W H A M P S H I R E .
 R A N R
 A I G R O E G . . . E
 M P

XXX XXX XXX 1.													XXX XXX XXX XXX XXX
XXX XXX XXX													XXX XXX XXX XXX XXX
XXX XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX 2.	XXX 3.	XXX XXX										
XXX XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX	XXX XXX										
XXX XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX	XXX XXX										
XXX XXX XXX	XXX 4.	5.											XXX
XXX XXX XXX	XXX												XXX
XXX XXX XXX	XXX XXX	XXX XXX XXX XXX XXX XXX XXX	XXX	XXX XXX									
XXX XXX XXX	XXX XXX	XXX XXX XXX XXX XXX XXX XXX	XXX	XXX XXX									
XXX XXX XXX	XXX XXX	XXX XXX 6.	XXX XXX 7.	XXX	XXX	XXX XXX							
XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX							
XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX							
XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX							
XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX							
8.	XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX						
	XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX						
	XXX 9.											XXX	XXX XXX
	XXX											XXX	XXX XXX
	XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX						
	XXX XXX	XXX XXX	XXX XXX	XXX XXX	XXX	XXX	XXX XXX						
	XXX 10.	XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX XXX XXX 11.	XXX							
	XXX	XXX XXX XXX	XXX XXX	XXX XXX	XXX XXX XXX XXX	XXX							
	XXX	XXX 12.	XXX	XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX							
	XXX	XXX	XXX	XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX							
13.								XXX 14.					
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	XXX	XXX	XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX								
	XXX	XXX	XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX								
	XXX	XXX 15.										XXX XXX	XXX
	XXX	XXX										XXX XXX	XXX
	XXX	XXX	XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX								
	XXX	XXX	XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX								
	XXX XXX XXX	XXX XXX XXX XXX XXX XXX 16.										XXX	
	XXX XXX XXX	XXX XXX XXX XXX XXX XXX										XXX	
	XXX XXX 17.							XXX XXX XXX XXX XXX XXX XXX	XXX				
	XXX XXX							XXX XXX XXX XXX XXX XXX XXX	XXX				

COLONIAL AMERICA

ACROSS:

1. THIS KIND OF BRITISH COLONY WAS OWNED BY INDIVIDUALS
4. COLONY SETTLED BY THE PEOPLE WHO WANTED TO PURIFY THE CHURCH OF ENGLAND
9. OCEAN TRIP FROM AFRICA TO THE AMERICAS IN WHICH THOUSANDS OF SLAVES DIED
13. COLONY FOUNDED BY THOMAS HOOKER
14. COLONY FIRST SETTLED BY THE DUTCH
15. COLONY FOUNDED BY ROGER WILLIAMS
16. THE OWNER OF A LARGE TRACT OF LAND IN THE HUDSON VALLEY
17. FIRST COLONIAL COLLEGE

DOWN:

1. COLONY FOUNDED BY WILLIAM PENN
2. THE MIDDLE COLONIES WERE KNOWN AS THE --- COLONIES. THEY EXPORTED SO MUCH GRAIN.
3. HIS TRIAL IN 1735 ESTABLISHED FREEDOM OF THE PRESS
5. LAW THAT GAVE RELIGIOUS FREEDOM TO ALL CHRISTIANS IN MARYLAND
6. THE COLONY FOUNDED BY LORD BALTIMORE
7. THE MARYLAND --- ACT GRANTED FREEDOM OF RELIGION IN MARYLAND TO ALL CHRISTIANS
8. ENGLISH COLONY DIRECTLY UNDER THE KINGS CONTROL
10. A TERM ORIGINALLY APPLIED TO NEW ENGLANDERS
11. GROUP OF PROTESTANTS WHO SETTLED THE COLONY OF MASSACHUSETTS
12. FOUNDED AS A HAVEN FOR DEBTORS AND A BUFFER AGAINST INDIANS IN SPANISH FLORIDA

ANSWER KEY

Across:

1. PROPRIETARY
4. MASSACHUSETTS
9. MIDDLEPASSAGE
13. CONNECTICUT
14. NEWYORK
15. RHODEISLAND
16. PATROON
17. HARVARD

Down:

1. PENNSYLVANIA
2. BREADBASKET
3. PETERZENGER
5. ACTOFTOLERATION
6. MARYLAND
7. TOLERATION
8. ROYALCOLONY
10. YANKEE
11. PURITANS
12. GEORGIA

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P R O P R I E T A R Y
E               B   P
N               R   E
N   M A S S A C H U S E T T S
S   C               A   T E
Y   T   M   T   D   R
L   O   A   O   B   Z
V   F   R   L   A   E
A   T   Y   E   S   N
R   N   O   L   R   K   G
O   M I D D L E P A S S A G E R
Y   A   E   N   T   T   R
L   A   G   A   D   I   P
C   O N N E C T I C U T   N E W Y O R K
O   K   O   I
L   E   R H O D E I S L A N D   T
O   E   G   N
N   I
Y   H A R V A R D   P A T R O O N S

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UNIT - AMERICAN REVOLUTION

ACTIVITY CARDS - AMERICAN REVOLUTION

1. Each card has one activity and the thinking level on it.
2. Each category will be a different shape and color.
 - a. CAUSES OF THE WAR - red ships
 - b. CONFLICTS OF THE WAR - blue cannons
 - c. PEOPLE IN THE WAR - white profiles of George Washington.

CATEGORY - CAUSES OF THE WAR

Make a map of the English colonies in North America in 1776.
(Knowledge)

Make a list of the grievances against King George III listed in the Declaration of Independence. (Knowledge)

Draw a time line emphasizing the main economic legislation and events that led to the American Revolution. (Knowledge)

Make a time line showing important events of the period 1768-1775. (Comprehension)

Make a list of reasons for the weakening of American's ties to England. (Comprehension)

Make a filmstrip depicting causes of the American Revolution. (Application)

Make a mural depicting the important economic events leading up to the American Revolution. (Application)

Summarize in chart form the advantages and disadvantages of the Navigation Acts and Acts of Trade for the mother country and for the colonies. (Analysis)

As a colonist, write a letter to a friend in London complaining about the British restrictions on colonial trade and suggesting remedies for the situation. (Synthesis)

Prepare a "You Are There" presentation describing the Boston Massacre. Include reactions of participants and observers. (Synthesis)

Imagine that you are a British official living in the American colonies in 1763. What arguments would you use to persuade the colonists that they ought to pay taxes to the British government. (Synthesis)

Was the Boston Massacre a massacre? Justify your answer.
(Evaluation)

CATEGORY - CONFLICTS OF THE WAR

List the advantages that Great Britain had over the Americans at the start of the Revolution. (Knowledge)

List the terms of the Treaty of Paris of 1783. (Knowledge)

Choose one military campaign of the American Revolution and show how geography influenced strategy on both sides.
(Comprehension)

Memorize all verses of the "Star-Spangled Banner."
(Comprehension)

Make a scrapbook of flags tracing the beginnings of the American flag from early colonial times until the stars and stripes during the Revolution. (Application)

Prepare an atlas of maps showing the battles and campaigns of the Revolution. (Application)

Draw a sketch showing the Boston Tea Party, the battle of Lexington, or the signing of the Declaration of Independence.
(Application)

Make a poster of sketches of weapons of the American Revolution. Identify and describe the use of each.
(Application)

Make a scrapbook illustrating the Revolution. Illustrate such famous phrases as "the shot heard 'round the world" and "the Spirit of 1776". (Application)

Contrast the conditions during the Revolutionary favorable to the British with those favorable to the Americans. (Analysis)

Write an "on the spot" news report of the conflict at Lexington and Concord (1775). Include reactions from both the British and the Americans. (Synthesis)

Was the resort to violence to win independence justified? Write an editorial to explain your answer. (Evaluation)

How might American history have been different if the colonies had lost the Revolution? (Evaluation)

CATEGORY - PEOPLE IN THE WAR

Make a crossword puzzle of important American Revolution personalities. (Comprehension)

Make a diorama of a scene at Valley Forge during the winter of 1778. Show ragged, barefoot soldiers drilling under the direction of General von Steuben. (Application)

Make an illustrated scrapbook entitled "Women of the Revolution". (Application)

Samuel Adams has often been called "The Father of the American Revolution". Make a poster illustrating his activities before and during the American Revolution. (Application).

Make a scrapbook of uniforms of participants in the American Revolution. (Application)

Make a booklet for a primary student entitled "Leaders of the American Revolution". (Application)

Write a newspaper article about the execution of Nathan Hale. (Synthesis)

You are a loyalist who has fled to Canada at the time of the American Revolution. Write to your cousins who are patriots. Tell them why you have chosen to establish a new home in Canada. (Synthesis)

Pretend you are a soldier serving in Washington's army. Keep a diary of your experiences. Here are some of the events you might want to describe in your diary: meeting Washington, spying for Washington, surviving at Valley Forge, crossing the Delaware to Trenton, meeting Lafayette, discussing Benedict Arnold's treason. (Synthesis)

Write an editorial for a 1774 issue of a colonial newspaper demanding "No Taxation Without Representation" or one entitled "Ungrateful Children" for a London newspaper. (Evaluation)

Write a newspaper editorial concerning Benedict Arnold's treason from the British viewpoint. (Evaluation)

UNIT WORKSHEETS

AMERICAN REVOLUTION

J S T O I R T A P P A U L R E V E R E J I
 O I N D E P E N D E N C E D S A Q E T R C
 H R U F W O R R J N E Y E L K L M D T A A
 N A Q T W B B P E F D I I O C L F C U D I
 P P E G R O E G G N I K Q N U E Y O W I O
 A F B O S T O N T E A P A R T Y Q A Q C L
 U O S S Y O Q H E L S Z V A T F Q T J A H
 L Y T E T T D S M E F A F T A O V S F L R
 J T A N I C R R C D R Z T C S R G S L S J
 O A M E L R A E O Y C G H I U G C N A M F
 N E P L Z T O D B C N L L D P E O A C A L
 E R A L W E G T N I N V U E S J R I C D E
 S T C A E L B A R E L O T N I V N S L A X
 K P T N P Y G I C A H F C E R N W S Y L I
 E R C A S S A M N O T S O B C F A E M E N
 L L I H R E K N U B H L N S J P L H Y U G
 V N O T G N I H S A W P X W N F L V T M T
 N E M E T U N I M T M L U W O O I C E A O
 F B C X U E N I A P S A M O H T S S N S N

Can you find these words?

INTOLERABLE ACTS
 BENEDICT ARNOLD
 TREATY OF PARIS
 SONS OF LIBERTY
 VALLEY FORGE
 ETHAN ALLEN
 PAUL REVERE
 LEXINGTON
 PATRIOTS
 CONCORD

NATHANIEL GREENE
 BOSTON TEA PARTY
 JOHN PAUL JONES
 INDEPENDENCE
 SAMUEL ADAMS
 BUNKER HILL
 CORNWALLIS
 STAMPACT
 RED COATS
 TORIES

CRISPUS ATTUCKS
 BOSTON MASSACRE
 TOWNSHEND ACTS
 THOMAS PAINE
 KING GEORGE
 WASHINGTON
 MINUTEMEN
 HESSIANS
 RADICALS

J S T O I R T A P P A U L R E V E R E . .
 O I N D E P E N D E N C E D S A . E . R .
 H R L K L . D . A .
 N A O C L . C . D .
 P P E G R O E G G N I K . N U E . O . I .
 A F B O S T O N T E A P A R T Y . A . C .
 U O S S Y . . . E . . . A T F . T . A .
 L Y T E T T D . . E . . T A O . S . L .
 J T A N I C R R . . R . . C S R . S . S .
 O A M E . R A E O . . G . I U G C N . M .
 N E P L . . O D B C . . L D P E O A . A L
 E R A L . . . T N I N . . E S . R I . D E
 S T C A E L B A R E L O T N I . N S . A X
 . . T N H F C E R N W S . L I
 E R C A S S A M N O T S O B C . A E . E N
 L L I H R E K N U B . . N S . . L H . U G
 . N O T G N I H S A W . . W N . L . T M T
 N E M E T U N I M O O I . . A O
 E N I A P S A M O H T S . . S N

AMERICAN REVOLUTION

ACROSS:

2. Where the battle called the turning point of the war took place
3. the American who wrote Common Sense
5. when colonists dressed up as Indians and threw tea into the Boston Harbor
7. ended the American Revolution
8. an American who became a traitor
9. leader of American naval forces in the Revolution
10. a nickname for British soldiers
11. leader of the Green Mountain Boys
12. European country who aided the United States during the American Revolution
13. the Swamp Fox, American fighter in the South
14. American militiamen who promised to answer without delay a call to fight

DOWN:

1. Where Washington's army camped during the winter of 1777-1778
3. the city Washington raided on Christmas night, 1776
4. a black man killed at the Boston Massacre
6. Wrote the Declaration of Independence

ANSWER KEY

Across:

2. SARATOGA
3. THOMASPAIN
5. BOSTONTEAPARTY
7. TREATYOFPARIS
8. BENEDICTARNOLD
9. JOHNPAULJONES
10. REDCOATS
11. ETHANALLEN
12. FRANCE
13. FRANCISMARION
14. MINUTEMEN

Down :

1. VALLEYFORGE
3. TRENTON
4. CRISPUSATTUCKS
6. THOMASJEFFERSON

	SARATOGA	V
THOMAS PAINE		L
R	C	E
E BOSTON TEAPARTY		F
N H I		O
TREATY OF PARIS	S	R
O M P		G
BENEDICT ARNOLD	U	
S	S	E
JOHN PAUL JONES	A	
E	T	
F RED COATS	S	
F U		
ETHAN ALLEN FRANCE		
R K		
FRANCIS MARION	S	
O		
MINUTEMEN		

UNIT - A NEW NATION DEVELOPS

ACTIVITY CARDS - A NEW NATION DEVELOPS

1. Each card has one activity and the thinking level written on it.
2. All cards are shaped like American eagles.
3. Each category is a different color.
 - a. Political Issues - white
 - b. Social and Economic Issues - blue

CATEGORY - POLITICAL ISSUES

Make a list of military men who have been president since George Washington. (Knowledge)

Make a list of weaknesses of the Articles of Confederation. (Knowledge)

Choose one of the first five Chief Justices to the Supreme Court and make a time line of court decisions during his tenure in office. (Knowledge)

Make a list of events between 1783 and 1787 which revealed the weaknesses of the central government. (Comprehension)

Describe the rise of political parties in the early years of the United States. (Comprehension)

Write a report on the history of the city of Washington, D.C. Find out why it is located where it is and why it is unique. (Comprehension)

Create a bulletin board of George Washington's achievements as President. (Application)

Make a chart showing how a bill becomes law. (Application)

Make a poster explaining the main features of the Constitution. (Application)

Make a pictorial poster of the three major parts of the Monroe Doctrine. (Application)

Make a chart of checks and balances and an example of each. (Application)

Make a booklet illustrating each part of the Preamble to the Constitution. (Application)

Write a script for a play depicting Shay's Rebellion.
(Application)

Write or tape an imaginary interview with the wife of an impressed American sailor. (Application)

Write a play about the Burr Conspiracy. (Application)

Make a diorama of the Battle of New Orleans. (Application)

Make an outline map of the thirteen original states; label each state and include the date each ratified the Constitution. (Application)

Make a collage of pictures and words related to the presidency of Thomas Jefferson. (Application)

Make a diorama of the burning of the White House by the British troops in the War of 1812. (Application)

Compose a poem describing the Battle of New Orleans.
(Application)

Write a play depicting the impressment of an American seaman.
(Application)

Write a news article describing the inauguration of Washington. (Application)

Make a chart comparing the backgrounds and character traits of the first six presidents. (Analysis)

Make a chart comparing the views of the Federalists and Anti-federalists on various issues facing the government of the early 1800s. (Analysis)

Write an essay comparing the New Englanders' views and the War Hawks' views of the War of 1812. (Analysis)

Which of Jefferson's decisions had the greatest influence on our nation's history? Why? (Evaluation)

Draw an editorial cartoon depicting Jackson's invasion of Spanish Florida. (Evaluation)

Draw a political cartoon showing the Hartford Convention's view of the War of 1812. (Evaluation)

Pretend you are the commanding officer of an American soldier who has died in battle. As you write your condolences to his family evaluate whether the War of 1812 was necessary or needless and useless. (Evaluation)

Write an editorial which might have appeared in a Spanish newspaper in response to the Monroe Doctrine. (Evaluation)

Draw a political cartoon of the Whiskey Rebellion. (Evaluation)

Draw a political cartoon of the Three-Fifths Compromise. (Evaluation)

Explain, in essay form, why James Monroe's administration was known as the "Era of Good Feelings". (Evaluation)

If the capital of the United States were to be relocated today, where should it be placed? Explain why? (Evaluation)

Make a political cartoon of Jefferson's Embargo Act. (Evaluation)

Make an editorial cartoon evaluating the Alien and Sedition Acts. (Evaluation)

CATEGORY - SOCIAL AND ECONOMIC ISSUES

Make a collection of quotations dealing with nationalism or patriotism. (Knowledge)

Make a timeline of important non-political events in American history, 1789-1827. (Knowledge)

Make a chart of American inventors and their inventions, 1790-1830. (Application)

Define patriotism and make a list of ways a person might show their patriotism. (Comprehension)

Make a poster depicting highlights of the life of Dolly Madison. (Application)

Make a collection of songs popular in the United States, 1790-1830. (Application)

Make a card game of illustrated cards depicting famous American women and their accomplishments, 1790-1830. (Application)

Make a poster of symbols of the United States and their history. (Application)

Make a poster of Thomas Jefferson's inventions and architectural designs. (Application)

Make a map of the roads, railroads, and canals built between 1790 and 1830. (Application)

Make a model of a typical fort or station on the frontier of the early 1800s. Research Boonesboro as typical. (Application)

Write a report and include illustrations of the Jefferson Memorial. (Application)

Make a poster depicting the development of "Uncle Sam". (Application)

Make a graph of the growth in population of the United States, 1790-1830. (Application)

Make a sketch book of slave life in the early 1800s. (Application)

Pretend you are part of the Commission sent to France to discuss attacks on United States' ships. Write a letter to President Adams describing how French officials attempted to bribe you. (Application)

Make a chart comparing in three parallel columns the positions of the Northeast, the Northwest, and the South on: public land, protective tariff, internal improvements at federal expense, and extension of slavery into the territories. (Analysis)

Make a chart comparing the causes and the results of the Whiskey Rebellion and Shays Rebellion. (Analysis)

Make a chart of at least five heroes of the United States, 1790-1830 and their outstanding characteristics. Do the same for at least five heroes of today. List the comparisons and contrasts between the two groups. (Analysis)

Write an essay entitled, "What it means to be an American". (Synthesis)

Pretend you are President John Adams writing your farewell speech at the end of your presidency. What have you accomplished as president. (Evaluation)

UNIT WORKSHEETS

A NEW NATION DEVELOPS

H Q M K V J A M E S M O N R O E I J K F I
 E Q L X P S K W A H R A W T I P P A Q M J
 X F E D E R A L I S T S R M L I K Y W J O
 E O K F X E C Y G I E E A J D F N T A L H
 C D I G H H T H O M A S J E F F E R S O N
 W V P M K Z Q N B T S P N R L C W E H U A
 W B N F L S A A Y P H I A B Z S O A I I D
 K R R V W L R O R Z R N R S J U R T N S A
 R Z U D I G F O K T C C L O A G L Y G I M
 K C T S O G D P C I R K H L M G E H T A S
 B B M A H U Q O S R V N E I E G A U O N I
 Y J C E C B D S U I M E S V S P N P N A H
 L T N T C E C B R A Y Y M E M X S A O K W
 D T I C O O N G R F M T U R A S C P T S Z
 Q O W R T O I S P F R R C P D X C A L Q Z
 N K N T R N H I N A G E E E I M K Z I N W
 W O K A I A L C T Z D A T R S I O Y M W Q
 M E A A L H Z X H Y L T G R O O J D A W U
 Y A N L Q M G N C X A Y B Y N T D I H Q H

Can you find these words?

FRANCIS SCOTT KEY
 PINCKNEY TREATY
 JOHN MARSHALL
 NATIONALISM
 NEW ORLEANS
 JAY TREATY
 AARON BURR
 TURNPIKE
 HAMILTON

THOMAS JEFFERSON
 MONROE DOCTRINE
 JAMES MADISON
 JAMES MONROE
 EMBARGO ACT
 LOUISIANA
 JOHN ADAMS
 WAR HAWKS

MASS PRODUCTION
 TREATY OF GHENT
 OLIVER PERRY
 FEDERALISTS
 WASHINGTON
 XYZ AFFAIR
 VIRGINIA
 TECUMSEH

Answer Key for: A NEW NATION DEVELOPS

. JAMES MONROE . J . . .
 SKWAHRAWT . . . A . . J
 . FEDERALIST SRM . . . YW . O
 . K IEEA . . . NTALH
 . I . . . THOMAS JEFFERSON
 . P . . . NBTSPNR . . WEHUA
 . N . . . AAYP . IA . . . OAIID
 . R . . LROR . RN . . J . RTNSA
 . U . IGFO . TCC . OA . LYGIM
 . TSOGD . CIRKHLM . E . TAS
 . MAHU . OSRVNEIE . A . ON .
 . CEC . DSUIMESVS . N . NA .
 . TNT . ECBRA . YMEM . S . O . .
 . TI . OONGRF . TURA . . . T . .
 . O . RTOIS . F . RCPD . . . L . .
 N . NTRNH . . A . EEEI . . . I . .
 . OKAIA . . . Z . ATRS . . . M . .
 MEAAL . . . Y . T . RO . . . A . .
 Y . . L X . Y . YN . . . H . .

XXX XXX 1.	XXX XXX XXX XXX XXX XXX XXX XXX XXX 2.	XXX XXX XXX XXX XXX XXX	
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX XXX XXX	
XXX 3.			XXX XXX 4.
XXX			XXX XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
5.			XXX XXX XXX
			XXX XXX XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX 6.		XXX
XXX XXX	XXX		XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX XXX XXX	XXX
XXX XXX	XXX XXX XXX XXX XXX 7.		8.
XXX XXX	XXX XXX XXX XXX XXX		9.
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX	XXX XXX
XXX XXX	XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX	XXX XXX
XXX 10.			XXX XXX
XXX			XXX XXX
XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX	XXX XXX	
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XXX XXX XXX XXX XXX 11.		XXX XXX	XXX XXX
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XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX	XXX XXX	XXX XXX	
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XXX XXX XXX XXX XXX XXX XXX XXX 12.		XXX XXX	
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XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX			
XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX			

A NEW NATION DEVELOPS

ACROSS:

3. A GROUP OF PEOPLE WHO JOIN TOGETHER BECAUSE THEY HAVE LIKE IDEAS ABOUT GOVERNMENT
5. WARNED EUROPEANS THAT THE WESTERN HEMISPHERE WAS CLOSED TO FURTHER COLONIZATION
6. PRESIDENT OF THE UNITED STATES DURING THE WAR OF 1812
7. A FEELING OF PRIDE AND CONFIDENCE THAT PEOPLE HAVE FOR THEIR COUNTRY
10. INTRODUCED THE IDEA OF INTERCHANGEABLE PARTS, WHICH MADE MASS PRODUCTION POSSIBLE
11. A ROAD BUILT BY A PRIVATE COMPANY WHICH CHARGED FEES FOR TRAVELING ON A ROAD
12. HOME STATE OF FOUR OF THE FIRST FIVE PRESIDENTS

DOWN:

1. SERVED AS CHIEF JUSTICE OF THE SUPREME COURT 1801-1835
2. WROTE THE STAR-SPANGLED BANNER
4. SECOND PRESIDENT OF THE UNITED STATES
8. ITS PURCHASE DOUBLED THE SIZE OF THE UNITED STATES
9. THOMAS JEFFERSON'S HOME IN VIRGINIA

ANSWER KEY

Across:

3. POLITICALPARTY
5. MONROEDOCTRINE
6. JAMESMADISON
7. NATIONALISM
10. ELIWHITNEY
11. TURNPIKE
12. VIRGINIA

Down :

1. JOHNMARSHALL
2. FRANCISSCOTTKEY
4. JOHNADAMS
8. LOUISIANA
9. MONTICELLO

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      J
P O L I T I C A L P A R T Y      J
H                                A      O
M O N R O E D O C T R I N E      H
M                                C      N
A      J A M E S M A D I S O N      A
R                                S      D
S                                S      A
H                                C      M
A                                N A T I O N A L I S M
L                                T      O      N
E L I W H I T N E Y      T      U      N
                                K      I      T
                                T U R N P I K E      S      I
                                Y      I      C
                                N      E
                                V I R G I N I A      L
                                O

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UNIT - WESTWARD EXPANSION

ACTIVITY CARDS

1. Each card has one activity and the thinking level written on it.
2. Each card is a different shape and color.
 - a. For this unit the cards will be the shape of the land acquisition involved. General Information cards are shaped like the United States in 1783.
 - b. Six different colors of cards are used:
 1. Louisiana - yellow
 2. Texas - red
 3. California - blue
 4. Oregon - green
 5. Utah - orange
 6. General Information - white

CATEGORY - LOUISIANA

List the states that have been formed in whole or in part from the Louisiana Purchase. (Knowledge)

List the major results of the Lewis and Clark Expedition. (Knowledge)

On a map of the United States, trace the route followed by the Lewis and Clark expedition. Include large cities along the route today. (Application)

Write a play about Sacajawea meeting her brother while guiding the Lewis and Clark expedition. (Application)

Prepare an "on the spot" report from the point of view of an Indian encountering the Lewis and Clark Expedition. (Application)

Make a map showing the route and area explored by Zebulon Pike. (Application)

Write a diary of the adventures of Zebulon Pike after he was captured by the Spanish on his expedition of the southern part of the Louisiana Purchase. (Application)

Make a chart comparing reasons Jefferson should or should not purchase Louisiana. Pretend the chart is being made in 1803, not today. (Analysis)

Write an editorial encouraging the purchase of Louisiana.
(Evaluation)

Write an essay describing what might have happened if
Jefferson had not purchased Louisiana. (Evaluation)

CATEGORY - TEXAS

Write a report on the history of Texas before the American
began to settle there. (Comprehension)

Pretend you are Davy Crockett writing your family a letter
from the Alamo. Explain in the letter why you will fight to
the death. (Application)

Make a poster to encourage Americans to move to Texas.
(Application)

Make a poster to rally Texans to fight for independence from
Mexico. (Application)

Make a mural entitled "Texas Under Six Flags". (Application)

Write a play depicting a cabinet meeting as the United States
decides whether or not to help Texas gain its independence.
(Application)

Make a model of the Alamo. (Application)

Write a poem or song describing the tragedy at Goliad.
(Application)

Write a play depicting the defense of the Alamo.
(Application)

Prepare a short dramatic skit of Mexican citizens discussing
the Mexican War and Mexican Cession. (Application)

Prepare a poster depicting scenes from the life of one of the
following men: Jim Bowie, Davy Crockett, Kit Carson, Stephen
Austin, Sam Houston. (Application)

Texas has experienced a substantial increase in population in
the past few years. Make a chart comparing the reasons
people are moving to Texas today with the reasons people
moved to Texas in the 1800s. (Analysis)

Write an editorial from the Mexican point of view claiming it
was a "Yankee war of aggression". (Evaluation)

Write an editorial supporting the view that American settlers violated their contract with Mexico by bringing slaves into Texas. (Evaluation)

Pretend you are Sam Houston. Write a speech to encourage Americans in Texas to rebel against Mexico. Give reasons why you need their support and what they have to gain. (Evaluation)

CATEGORY - CALIFORNIA

Make a diorama of men panning for gold. (Application)

Imagine you are a reported talking with a gold miner in California in 1850. Your script should include a variety of experiences. (Application)

Write a news report with headlines concerning the discovery of gold in California. (Application)

Make a large reproduction of the Bear Flag of the California Revolt. (Application)

Make a map of the three main routes to California during the Gold Rush. (Application)

Draw a cartoon depicting people rushing to California to find gold. (Application)

Write an essay comparing and contrasting the settlement of Utah and the settlement of California. (Analysis)

List the main routes to California during the Gold Rush. Compare the advantages and disadvantages of each route. (Analysis)

Describe the influence of Spanish culture in California today. (Synthesis)

Write a fictional story based on fact evaluating the effects of the California Gold Rush on the "Diggers". (Evaluation)

Draw an editorial cartoon describing the treatment of the Mexican landowners by the United States government in 1847. (Evaluation)

Some Mexicans maintain their economy would be much stronger if they had not lost Texas and California. List the natural resources in these areas and support or dispute this belief. (Evaluation)

CATEGORY - OREGON

List the states that have been formed in whole or in part from land included in the Oregon territory. (Knowledge)

Write a report on John Jacob Astor and his fur company in Oregon. (Comprehension)

Make a crossword puzzle of people, events, or terms associated with the settlement of Oregon by Americans, 1800-1900. (Comprehension)

Pretend you are a survivor of the Donner party. Write you memoirs of the trip. (Application)

Make a poster depicting the life of Narcissa Whitman. (Application)

Write a descriptive diary of a trip on the Oregon Trail. (Application)

Draw a map showing the dispute and the settlement in the Oregon boundary disagreement between Britain and the United States. (Application)

Make an illustrated poster Marcus Whitman might have made to encourage settlers to move to Oregon. Include accurate advantages for the move. (Application)

Write a play portraying the epidemic which eventually led to the massacre of Marcus and Narcissa Whitman from the Indian point of view. (Application)

Make a poster depicting the "Fifty-four forty or fight!" attitude of many Americans in the Oregon Country. (Application)

Travelers on the Oregon Trail passed through different geographical areas. Describe those areas and any specific obstacles that needed to be overcome. (Synthesis)

CATEGORY - CALIFORNIA

Make a time line of important events in the history of Utah, 1800-1900. (Knowledge)

Trace the steps that led Brigham Young to take the Mormons west of the existing boundaries of the United States. (Comprehension)

Make a crossword puzzle of people, places, events, or terms associated with the settlement of Utah. (Comprehension)

Some people have said that the Mormons "made the desert bloom". Explain what they meant. (Comprehension)

Write an eyewitness account of the Miracle of the Sea Gulls in Utah in 1848. (Application)

Write an essay comparing the establishment of Rhode Island, Maryland, and Pennsylvania to the settlement of Utah. (Analysis)

Write a story or an essay comparing the way the Mormons treated travelers moving through Utah during the 1840s and 1850s with the way they had been treated by the people in areas they had passed through or tried to settle in before settling in Utah. (Analysis)

CATEGORY - GENERAL INFORMATION

Make a list of at least twenty personalities associated with the Westward Movement. Include the region with which they are associated. (Knowledge)

Write a report on the Gadsden Purchase. (Comprehension)

Make a list of books available in our school library dealing with people or events associated with Westward Expansion. (Comprehension)

Make a crossword puzzle about women in the West, 1800-1870. (Comprehension)

Write a report on how the Pony Express operated. (Comprehension)

Make a bar graph of population growth in the United States between 1790 and 1840. (Comprehension)

Make a sketch book of portraits of leaders in the Westward Movement. (Application)

Create a board game using facts about Manifest Destiny and westward expansion. (Application)

Make a model of a Conestoga Wagon. (Application)

Make a jigsaw puzzle showing the territorial acquisition of the United States. (Application)

Make drawings of the kinds of transportation that tied the American nation together such as: early locomotives, flatboats, stagecoaches, Conestoga wagons, etc. (Application)

Prepare a report on any Indian group that lived in the West in the 1840s including how they lived, what language they spoke, what foods they ate, etc. Describe the changes in their lives and culture resulting from the westward expansion of the United States. Find out how they live today and make comparisons. (Analysis)

Indian victories were usually called massacres. How do you think the Indians described the American victories? (Synthesis)

Make a list of characteristics a successful pioneer would need. Explain why each characteristic would be important for success. (Synthesis)

Write an editorial evaluating the morality of the Manifest Destiny theory. (Evaluation)

Write an editorial encouraging people to move westward. (Evaluation)

Explain why fur trappers were better able than farmers to get along with the Indians. (Evaluation)

UNIT WORKSHEETS

MANIFEST DESTINY

Fill in the chart with the land acquisitions of the United States between 1800 and 1870.

[illegible]

MAP WORK - GROWTH OF THE UNITED STATES 1783-1853

LABEL:

United States 1783

Louisiana Purchase 1803

Florida (Spanish Cession 1819-1821)

Texas Annexation 1845-1848

Oregon Country 1846

Mexican Cession 1848

Gadsden Purchase 1853

MAP - GROWTH OF THE UNITED STATES 1783-1853



MAP WORK - WESTWARD EXPANSION

Label the following trails on the map:

Oregon Trail

Santa Fe Trail

California Trail

Old Spanish Trail

Butterfield Trail

Southern Overland Trail

Southern Trail

MAP - TRAILS TO THE WEST



WESTWARD EXPANSION

R N B A L O E C S O S A N J A C I N T O I
 J L E W I S N O M R O M X I D L W Q K A R
 E T A T S R A T S E N O L M Y A G Z F N O
 D L D Q R R L X G G R T M B O R O Q L T N
 I N D I A N R E M O V A L E P K L A O Q Y
 D T S T W J A S A N Y T J C G M D X R N I
 I W X L E H W A R T H R G K T H R T I N M
 A Q N O L D K H C R R A O W W Z U T D S E
 H X E V O U W C U A Q I L O U I S I A N A
 S O M E N Y A R S I V L I U H E H X U B E
 M U N R I E H U W L J O A R D O E P B F W
 I T I G M G K P H Q X F D T T T E D F N A
 T C A A E N C N I E Q T S H A E Z Y M O J
 H B T L S C A E T S R E N I N Y T R O F A
 T D N F X A L D M K F A I N R O F I L A C
 B P U R L J B S A I M R S A N T A A N N A
 F J O A C P Q D N O T S U O H M A S E D S
 G V M E X I C A N C E S S I O N R A N W W
 U O T B H N M G M U S G T N B D W O O R K

Can you find these words?

MANIFEST DESTINY	GADSDEN PURCHASE	MEXICAN CESSION
BEAR FLAG REVOLT	MARCUS WHITMAN	INDIAN REMOVAL
JIM BECK WORTH	JEDIDIAH SMITH	LONE STAR STATE
TRAIL OF TEARS	SEMINOLE WARS	BLACK HAWK WAR
MOUNTAIN MEN	FORTY NINERS	OREGON TRAIL
CALIFORNIA	SAN JACINTO	SAM HOUSTON
SACA JAWEA	SANTA ANNA	LOUISIANA
GOLD RUSH	MORMONS	FLORIDA
OSCEOLA	GOLIAD	CLARK
LEWIS	ALAMO	TEXAS

Answer Key for: WESTWARD EXPANSION

. . . A L O E C S O S A N J A C I N T O .
 J L E W I S N O M R O M . I . L
 E T A T S R A T S E N O L M . A G . F . . .
 D . . . R G . . . B . R O . L . . .
 I N D I A N R E M O V A L E . K L . O . Y .
 D . . T W . A S A N . T . C . . D . R N .
 I . . L E . W A R T . R G K . . R . I . . .
 A . N O L . K H C R . A O W . . U T D S .
 H . E V O . W C U A . I L O U I S I A N A .
 S . M E N . A R S I . L I U . E H X . . E .
 M . N R I . H U W L . O A R D . E . . . W .
 I . I G M . K P H . . F D T . T A .
 T . A A E . C N I . . T S H J .
 H . T L S . A E T S R E N I N Y T R O F A .
 . . N F . A L D M . F A I N R O F I L A C .
 . . U R L . B S A I . R S A N T A A N N A .
 . . O A . . . D N O T S U O H M A S . . S .
 . . M E X I C A N C E S S I O N
 . O . B . . M G

WESTWARD EXPANSION

ACROSS:

1. AREA SET ASIDE BY THE GOVERNMENT FOR INDIANS
4. NICKNAME FOR THE REPUBLIC OF TEXAS
6. BELIEF IN THE DESTINY OF THE UNITED STATES TO STRETCH FROM OCEAN TO OCEAN
9. SITE OF A FAMOUS BATTLE IN THE TEXAS WAR OF INDEPENDENCE
11. THE COUNTRY FROM WHICH THE UNITED STATES GAINED LOUISIANA
12. THE COUNTRY FROM WHICH THE UNITED STATES GAINED CALIFORNIA AND TEXAS
13. FATHER OF THE SANTA FE TRAIL
14. INDIAN GUIDE FOR THE LEWIS AND CLARK EXPEDITION

DOWN:

2. LED THE FIRST COLONY OF AMERICAN SETTLERS TO TEXAS
3. REGION SETTLED BY THE MORMONS
5. PERSON WHO OBTAINS GRANTS AND BRINGS IN SETTLERS TO DEVELOP AN AREA
6. MISSIONARY TO OREGON
7. COUNTRY FROM WHICH THE UNITED STATES GAINED FLORIDA
8. NAME GIVEN TO PEOPLE WHO WENT TO CALIFORNIA DURING THE 1849 GOLD RUSH
10. NAME GIVEN TO THE REVOLT OF AMERICANS IN CALIFORNIA AGAINST MEXICO

ANSWER KEY

Across:

1. RESERVATION
4. LONESTAR
6. MANIFESTDESTINY
9. ALAMO
11. FRANCE
12. MEXICO
13. JAMESBECKNELL
14. SACAJAWEA

Down:

2. STEPHENAUSTIN
3. UTAH
5. EMPRESARIO
6. MARCUSWHITMAN
7. SPAIN
8. FORTYNINERS
10. BEARFLAG

```

R E S E R V A T I O N
  T                               U
  E       L O N E S T A R
  P             M   A
  H             P   H
  E             R
M A N I F E S T D E S T I N Y
A   A       P       S
R   U   F   A       A L A M O
C   S   O   I       R
U   T   R   N       I
S   I   T           O
W   N   Y           B
H       N       F R A N C E
M E X I C O   I       A
T       N           R
J A M E S B E C K N E L L   F
A       R           L
N       S A C A J A W E A
                        G

```

UNIT - THE AGE OF JACKSON

ACTIVITY CARDS

1. Each activity card will have one activity and the thinking level written on it.
2. There is only one category in this unit. Each card will shaped like Andrew Jackson on his horse and will be yellow in color.

ACTIVITIES

Make a list of American inventions, 1825-1845. Include their names, political parties, years in office, and at least one important event that occurred while each was in office.
(Knowledge)

Make a list of American inventions 1825-1840. (Knowledge)

Describe the election of 1824. Explain why Jackson did not become President in 1824, even though he had more electoral votes than any other candidate. (Comprehension)

Write an essay explaining Jackson's opposition to the Bank of the United States. (Comprehension)

List the causes and results of the Panic of 1837.
(Comprehension)

Make a poster illustrating the reform movements during the first half of the 1800s. Include the leaders involved.
(Application)

Make a booklet for a primary child depicting the highlights of he life of Andrew Jackson. (Application)

Write a poem describing the administration of Andrew Jackson.
(Application)

Prepare campaign literature, signs, slogans, and cartoon which might have been used in the campaign for the Presidency in 1828. (Application)

Make a booklet for a primary student dealing with the life of John C. Calhoun. (Application)

Prepare a TV broadcast describing the activities in Washington, particularly at the White House when Jackson was inaugurated as President. (Application)

Make a list of the ways the United States became more democratic in the 1830s and ways in which it did not.
(Analysis)

Some people viewed Jackson as a "Common Man"; others saw him as "King Andrew I". Make a chart of Jackson's actions or decisions depicting each title. (Analysis)

Pretend you are John C. Calhoun. Write a letter of resignation as Vice-President explaining why you feel you should no longer serve in that position. (Synthesis)

Write a report on a trip on an early canal, turnpike, or steamboat. (Synthesis)

Write an essay explaining the connection between regional economics and political sectional rivalry as it applies to the years 1828-1840 in the United States. (Synthesis)

Explain John Marshall's decision in the case Worcester v. Georgia (1832) and Jackson's response to it. (Synthesis)

Write an essay answering the question, did democracy exist for all people during Jackson's presidency? (Evaluation)

Write an essay supporting or disputing the idea that Jackson was truly a "man of the people". (Evaluation)

Support or refute the theory of nullification in an editorial or political cartoon which could have appeared in an American newspaper. (Evaluation)

Using the depression during the presidency of Martin Van Buren, explain why bad economic times often lead to electoral victories for opposition parties. (Evaluation)

Jackson viewed the Indians as incompatible not necessarily inferior. Evaluate this view to condemn or justify Jackson's treatment of the Indians. (Evaluation)

Draw an editorial cartoon supporting Jackson's view of the national bank. (Evaluation)

Draw a political cartoon supporting the slogan: "To the victors belong the spoils." (Evaluation)

UNIT WORKSHEETS

THE AGE OF JACKSON

Y G C Y U W N A M N O M M O C M T Z R Y N
 S K N U L L I F I C A T I O N Y W D E O Y
 I Z I E N K K M Q M C T G V W V U B S V M
 A C A W D W I Y A G S Z T M J R H I E Z E
 C Y G D J T T T N N V I Q U Y Z R W R X T
 J F R A N N X I C H D U L X R R K I V I S
 L T A Y E P H L L H K R E A A N C M A N Y
 P E B T R Y X I B B E Y E H N J E Y T D S
 Y O T R U P U B W P Z N M W L O J R I I S
 D Z P A B A U O H Q F A C Z J N I B O A L
 G E U P N E E M C X I Y F A V A L T N N I
 A F R G A E P L R L C H Q F B I C C C R O
 K G R I V A S A L A E M I V M I L K N E P
 X J O H N Q U I N C Y A D A M S N N S M S
 A R C W I T W C U I J O H N T Y L E R O A
 P J Z K T J J O H N C C A L H O U N T V N
 J B E M R R R S P E C I E C I R C U L A R
 K I N G A N D R E W I Y R O K C I H D L O
 J S R E M R O F E R G S Z B Y V F U V U H

Can you find these words?

WILLIAMHARRISON
 SOCIALMOBILITY
 SPECIECIRCULAR
 ANDREWJACKSON
 SPOILSSYSTEM
 OLDHICKORY
 WHIGPARTY
 PANIC

JOHNQUINCYADAMS
 MARTINVANBUREN
 NULLIFICATION
 SECTIONALISM
 RESERVATION
 NATTURNER
 JOHNTYLER

CORRUPTBARGAIN
 KITCHENCABINET
 INDIANREMOVAL
 JOHNCCALHOUN
 KINGANDREW
 REFORMERS
 COMMONMAN

Answer Key for: THE AGE OF JACKSON

. N A M N O M M O C . . . R . N
 . . N U L L I F I C A T I O N . . . E O .
 . . I . . K . . . M . T S . M
 . . A . . . I Y A . S . T I E . E
 . . G T . N . I . U . . R . R . T
 . . R . N . . I C . D . L . R R . . V I S
 . . A Y E . . L . H . R . A A N . . A N Y
 . . B T R . . I . . E . E H N . E . T D S
 . . T R U . . B . . . N M W . O . R I I S
 . . P A B . . O . . . A C . J . I . O A L
 . . U P N . . M . . I . . A . A . T N N I
 . . R G A . P L . L B . C . C R O
 . . R I V . . A L I . K . E P
 . J O H N Q U I N C Y A D A M S N . S M S
 . . C W I . W C . I J O H N T Y L E R O .
 T . J O H N C C A L H O U N T V N
 R . . S P E C I E C I R C U L A R
 K I N G A N D R E W I Y R O K C I H D L O
 . S R E M R O F E R

THE AGE OF JACKSON

ACROSS:

2. THE DOCTRINE OF --- SAID STATES NEED NOT OBEY NATIONAL LAWS THAT WERE HARMFUL TO THEM
3. GOLD OR SILVER USED AS MONEY
6. THE IDEA THAT CLAY HAD HELPED ADAMS BECOME PRESIDENT TO GET A TOP POST IN ADAM'S CABINET
7. THE FREEDOM TO MOVE FROM ONE SOCIAL CLASS TO ANOTHER
8. A PERIOD OF ECONOMIC DEPRESSION
9. LINKED THE GREAT LAKES WITH THE ATLANTIC OCEAN
10. AN ANTI-JACKSON POLITICAL PARTY ORGANIZED IN 1834
11. A LARGE AREA SET ASIDE PERMANENTLY BY THE GOV'T FOR USE BY INDIANS

DOWN:

1. SEVENTH PRESIDENT OF THE UNITED STATES
3. THE PRACTICE OF PUTTING FRIENDS INTO GOVERNMENT JOBS AFTER AN ELECTION VICTORY
4. SERVED AS PRESIDENT AFTER ANDREW JACKSON
5. PRESIDENT JACKSON'S POLITICAL FRIENDS AND ADVISORS
7. RIVALRY BASED ON THE SPECIAL INTERESTS OF DIFFERENT REGIONS OF A COUNTRY

ANSWER KEY

Across:

2. NULLIFICATION
3. SPECIE
6. CORRUPTBARGAIN
7. SOCIALMOBILITY
8. PANIC
9. ERIECANAL
10. WHIGPARTY
11. RESERVATION

Down :

1. ANDREW JACKSON
3. SPOILS SYSTEM
4. MARTIN VAN BUREN
5. KITCHEN CABINET
7. SECTIONALISM

[illegible]

UNIT - CIVIL WAR

ACTIVITY CARDS

1. Each card has one activity and the thinking level written on it.
2. Each category is a different color and shape.
 - a. Causes - Green United States with a crack drawn between the North and the South
 - b. Confrontations - Blue cannons
 - c. Personalities of the War - Yellow light bulbs
 - d. Politics of the War - Pink scales of justice
 - e. What ifs? - Orange question marks

CATEGORY - CAUSES

Make a list of the causes of the Civil War. (Knowledge)

Prepare an "eyewitness account" news broadcast of the attack on Harper's Ferry. (Knowledge)

Make a time line of significant events which led to the Civil War. (Comprehension)

Write a newspaper article about the Compromise of 1850 from either a Northern or a Southern view. (Comprehension)

Read about and report on one example of a slave rebellion, protest or escape. Examples: Nat Turner, Harriet Tubman, Denmark Vesey. (Comprehension)

Write an imaginative story of a trip on the Underground Railroad. (Application)

Analyze some possible ways slavery could have been stopped without causing economic ruin in the South. (Analysis)

Write a story describing how the growth of industrialization in the United States before the Civil War might have affected two families, one living in the South and the other in the North. (Synthesis)

Imagine you are a Northern sympathizer in "Bleeding Kansas". Write a letter describing your experiences to you cousins in Illinois. (Synthesis)

Suppose you had been on a committee that was trying to work out a compromise to keep the southern states from leaving the Union after Lincoln's election. What would you have suggested. (Synthesis)

Make a list of all the bad things about slavery. Then evaluate why Americans allowed it to go on for so long. (Evaluation)

Prepare a speech explaining why you think your state should or should not secede. (Note: The year is 1861.)

Write a newspaper editorial about the Dred Scott decision from either a Northern or a Southern point of view.
(Evaluation)

CATEGORY - CONFRONTATIONS

Make a time line of events from April 1861 - April 1865.
(Knowledge)

Write a report on the use of balloons during the War for reconnaissance. (Comprehension)

Draw pictures of uniforms worn by the Union and Confederate soldiers who fought in the war. (Application)

Make a scrapbook of pictures of Civil War Battlefields and monuments. For pictures, write to the Chamber of Commerce in Richmond, Gettysburg, Antietam, and other places associated with the events of the Civil War. (Application)

Create a dialogue between two Civil War doctors discussing the medical treatment of the wounded troops. (Application)

Make a mural depicting the First Battle of Bull Run.
(Application)

Make a diorama depicting the battle between the Monitor and the Merrimac. (Application)

Make a mural depicting Pickett's Charge at the Battle of Gettysburg. (Application)

Make a poster urging men to enlist as soldiers for either the North or the South. (Application)

Compare civilian life in the North with civilian life in the South as the war drew to a close. This may be in essay or story form. (Analysis)

Make a chart comparing the advantages and disadvantages of the North and South in the Civil War. (Analysis)

Compare the aims and military strategy of the South with that of the North. (Analysis)

Write a poem depicting what Southern soldiers found when they returned home after the war. (Synthesis)

Pretend you are a resident of Vicksburg during the seige.
Write a letter to a friend describing your experience.
(Synthesis)

Write a story recounting the experiences of a soldier who was
with Sherman on his "March to the Sea". (Synthesis)

Whenever the fighting stopped during the long seige of
Vicksburg, soldiers from both sides came out of the trenches
and talked and joked across the fields. Imagine you are one
of these soldiers. Write a letter home describing this
friendliness. Explain your thoughts about why it is possible.
(Synthesis)

Imagine you were a 13 year old living in Gettysburg in July,
1863. Write a story of what you saw and felt. (Synthesis)

Write a story depicting the actions of Confederate and Union
soldiers as they mingled together after the surrender.
(Synthesis)

Prepare an "on the spot" broadcast of the dedication of the
National Cemetery at Gettysburg, November 19, 1863. If
possible, use a recording device. Be sure to include
reaction comments from participants. (Synthesis)

Write an account of your experiences as an observer in a
balloon over a Civil War battlefield. (Synthesis)

Discuss the significance of the battles of the Gettysburg and
Vicksburg. (Evaluation)

It has been said that the Union blockade was a effective in
overpowering the South as were the armies of Grant and
Sherman. Evaluate. (Evaluation)

CATEGORY - PERSONALITIES OF THE WAR

Prepare a biographical dictionary file of the major
personalities of this period of history. (Knowledge)

Make a crossword puzzle of important Civil War personalities.
(Comprehension)

Write a report entitled "The Relationship of Lincoln With His
Generals". (Comprehension)

Prepare a biographical display of prominent black
personalities of the Civil War period. (Application)

Dramatize the meeting between Lincoln and Lee when Lee turned down Lincoln's offer of leadership of the Union armies.
(Application)

Create a "Who Am I" game of Civil War personalities.
(Application)

Prepare a biographical display of prominent black personalities of the Civil War period. (Application)

Write a poem or song about the exploits and death of "Stonewall" Jackson. (Application)

Interview Clara Barton. Question her about her activities during the Civil War. (Synthesis)

Write a story based on the exploits of Rose Greenhow, a Confederate agent. (Synthesis)

Write a story or play which analyzes the part played by black soldiers in either the Union or Confederate armies during the Civil War. (Synthesis)

Evaluate the contributions of women during the Civil War.
(Evaluation)

Make a list of the qualities Lincoln had that made people admire him. (Evaluation)

Write an editorial to evaluate the question "Does Lincoln deserve the title "The Great Emancipator"? (Evaluation)

CATEGORY - POLITICS OF THE WAR

Make a map showing the Union states and the Confederate states. (Knowledge)

Memorize the Gettysburg Address. (Comprehension)

Make a scrapbook of songs which were popular during the Civil War. If you play an instrument, tape the songs.
(Application)

Compile a Civil War Cookbook containing recipes of the period. (Application)

Make a collection of poetry of the Civil War period.
Examples: Walt Whitman and John Greenleaf Whittier.
(Application)

Make a diorama of Lee's surrender. (Application)

Create a dialogue between two Southern women discussing the problems of home life during the war. (Synthesis)

Imagine you are a Confederate or Union soldier who witnessed Lee's surrender at Appomattox Court House. In a letter to a friend describe how you felt about it. (Synthesis)

Imagine that you are a plantation owner whose slaves have just been freed by the Emancipation Proclamation. Write a letter to a friend explaining your thinking about the Proclamation. How will it affect plans for your plantation. (Synthesis)

Evaluate why Lincoln's death was a great loss to the South as well as the North. (Evaluation)

Write an editorial evaluating the terms of surrender that Grant offered Lee. (Evaluation)

Evaluate the reasons for the ultimate surrender of the South. (Evaluation)

Create an editorial cartoon about the Emancipation Proclamation. (Evaluation)

Evaluate the most important results of the Civil War in an editorial cartoon. (Evaluation)

CATEGORY - WHAT IF'S?

What might have happened if Great Britain had actively pursued a course of open alliance with the Confederacy? (Synthesis)

What might have happened if the North had been able to withstand the attack on Fort Sumter? (Synthesis)

What might have happened to the South if Booth had failed to kill Lincoln? (Synthesis)

What might have happened if "Pickett's Charge" had been successful? (Synthesis)

What might have happened if Lincoln had not been elected President? (Synthesis)

What might have happened if the South had won the Civil War? (Synthesis)

UNIT WORKSHEETS

CIVIL WAR CHART

DIRECTIONS: Fill in the blanks with the correct answers.

BATTLE	DATE	LEADER(S)	RESULTS
FORT SUMTER			
FIRST BATTLE OF BULL RUN			
SHILOH			
NEW ORLEANS			
SEIGE OF VICKSBURG			
CHICKAMAUGA			
ANTIETAM			
GETTYSBURG			
MONITOR VS. MERRIMAC			

MAP WORK

ON THE MAP OF THE MISSOURI COMPROMISE:

color Maine red.

color Missouri blue

the area which could not become slave states green.

the slave states (except Missouri) yellow.

label the Mason-Dixon Line.

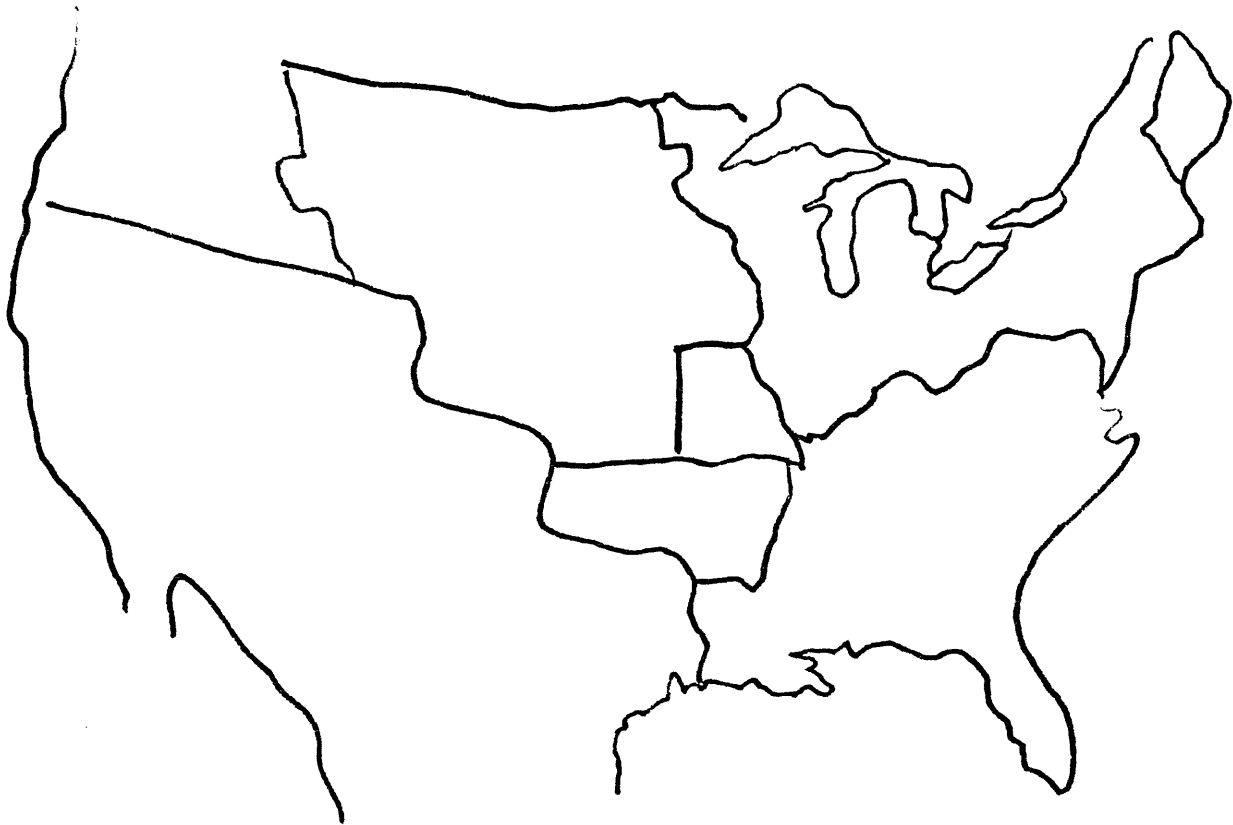
label the 36'30' parallel line.

ON THE MAP OF THE UNITED STATES IN 1860:

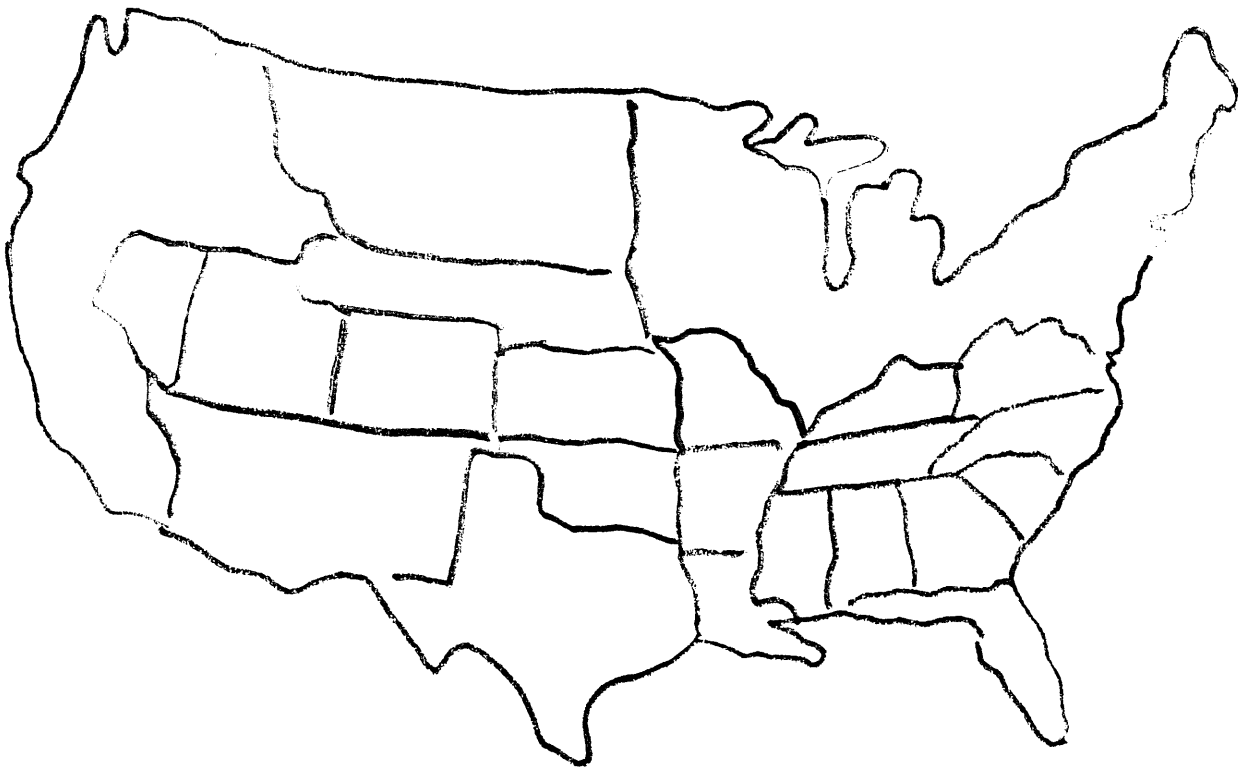
color the Confederate states grey.

color the United States blue.

MAP - THE MISSOURI COMPROMISE



MAP - THE UNITED STATES IN 1860



THE CIVIL WAR

K G D M S H L L B H N G J F I V J R H Z L
 C R S R E S M L L A W E N O T S H B J A F
 I F T K E N U R L L U B G R U Q Y D V N J
 M U A A K B L W E U X P G T U G K R I K U
 U C R N N H E O Z D D O H S R S E A U J Q
 J T Q I A U T L C U A U A U G H S G N E T
 M I C L Y L F I S N V E B M O I I E G B H
 M X C O R C L S M R I S M T Q L V R G S O
 T N A R G S S E S S Y L U E S O A U V T M
 M H N A V J H Q L T Y W M R G H D A V U A
 A I F C I T M V T C D B Z A C R N E H A S
 P W G H C M T E Y R C O R S H O O B L R J
 S G N T K A G B P N R M T I M A S E U T A
 Y Y T U S T L F F U X T E M K A R R G X C
 Y J R O B E R T E L E E F G N H E B R L K
 J F X S U I Q V L K P X E U R Y F V A R S
 U O G W R T R I C H M O N D P O F Q T C O
 R X E I G N W I L L I A M T S H E R M A N
 N K O N W A P W P E C D H M Y W J G Y Y O

Can you find these words?

GEORGE McCLELLAN
 JEFFERSON DAVIS
 THOMAS JACKSON
 FORT SUMTER
 BEAUREGARD
 STONEWALL
 ANTIETAM
 REBELS

WILLIAM T. SHERMAN
 ABRAHAM LINCOLN
 SOUTH CAROLINA
 KIRBY SMITH
 ROBERT E. LEE
 VICKSBURG
 YANKEES
 SHILOH

PICKETT'S CHARGE
 ULYSSES GRANT
 GEORGE MEADE
 GETTYSBURG
 JEB STUART
 RICHMOND
 BULL RUN

Answer Key for: THE CIVIL WAR

. . . . S F
 RE . . LLAW EN OTS
 ENUR LLUB . R . . . D . . .
 AKBL . E T . G . R . . .
 NNHEO . D . . . SRS . A . J .
 IA . TLC . A . . U . HSG . ET
 LYL . ISN . EBM . IIEGBH
 O . . L . M . ISMT . LVR . SO
 TNARGSSSESSYLUE . OAU . TM
 AV . . . LTY . MRGHDA . UA
 CI . . . TC . B . ACRNE . AS
 HCM . E . . C . RSH . OB . RJ
 TKAG MTI . ASE . TA
 UST TE . K . R . G . C
 . . ROBERTEELEE . G . . EB . . K
 SUI . . . K . . . R . F . A . S
 RTRICHMOND . OF . . . O
 GNWILLIAMTSHERMAN
 AP JG . . .

[illegible]

THE CIVIL WAR

ACROSS:

2. first Southern state to secedefrom the Union
5. President of the Confederate States of America
8. people who demanded that all slaves be freed
12. the turning point of the Civil War
14. political party formed in 1854 to prevent the spread of slavery to the territories
15. invented the cotton gin

DOWN:

1. nickname for the Union forces
3. President of the United States during the Civil War
4. editor of The Liberator
6. The first shots of the Civil War were fired here.
7. commander-in-chief of the Union armies at the end of the Civil War
9. number of states in the Union
10. a slave who claimed he was free because he had lived in free territory
11. leading Confederate general
13. nickname for the outstanding Southern general Thomas J. Jackson

ANSWER KEY

Across:

2. SOUTH CAROLINA
 5. JEFFERSON DAVIS
 8. ABOLITIONISTS
 12. GETTYSBURG
 14. REPUBLICAN
 15. ELI WHITNEY

Down:

1. YANKEES
 3. ABRAHAM LINCOLN
 4. GARRISON
 6. FORT SUMTER
 7. ULYSSES GRANT
 9. TWENTYTHREE
 10. DRED SCOTT
 11. ROBERT E. LEE
 13. STONE WALL

S	O	U	T	H	C	A	R	O	L	I	N	A	Y	A	G
														N	A
J	E	F	F	E	R	S	O	N	D	A	V	I	S	K	R
	O		R		A									E	R
			T		H		U								I
			S		A	B	O	L	I	T	I	O	N	I	S
					M		Y		W						O
					U		L		S		E				N
					M		I		S		N			D	
R	T				N	G	E	T	T	S	B	U	R	G	
O	E				C		S		Y		T			E	
B	R				O		S		T		O			D	
E					L		G		H		N			S	
R					N		R		R		E			C	
T							A		E		W			O	
R	E	P	U	B	L	I	C	A	N		E			A	T
L							T							L	T
E															
E	L	I	W	H	I	T	N	E	Y						

CHAPTER FIVE - EVALUATION

A group of five eighth grade students identified as gifted piloted the unit on Colonial America for three weeks. Circumstances beyond the control of the teacher made it necessary to physically move these students into a class with eleventh graders who were studying a different period in American history. This was a distinct disadvantage because class discussion and visual aids were on a different topic. However, two full class periods were spent in discussion with the pilot group. This situation limited the amount of individual attention the teacher was able to give each student. It did, however, demonstrate that this curriculum could successfully be used in a heterogeneous classroom to provide enrichment for gifted students as well as any other interested students.

Despite the disadvantages of the environment, each of the students completed enough activities to receive an 'A' grade. At the end of the three week period the students took a test prepared by their regular history teacher for the other eighth grade students in her class. The final test grades were 96, 88, 88, 76, and 66. The questions the students missed tended to be knowledge level facts such as specific dates rather than concepts relative to their understanding of this period in history. In addition, it is important to consider the probability that different facts

and concepts might be emphasized by different teachers. This suggests that the students would possibly have scored higher on a test prepared by the teacher involved in the development of this unit. Oral tests by the supervising teacher confirmed this hypothesis.

The students also completed an evaluation (see Appendix) of the learning activity. The results of that evaluation indicated that all the students considered the unit worthwhile, but they also expressed specific concerns. The working habits of the individual students influenced their approach to the required activities of the unit. The student who worked systematically and finished the activities with time to spare was much more positive in her evaluation than the student who left the majority of his activities until the weekend before they were due. In addition, several of the students seem to lack self-confidence in directing their own selection and completion of the work. Perhaps, this was the result of spending a large portion of their educational career being told exactly what to do with little opportunity for personal decision making.

The students verbalized that there must be some areas they had not covered in their study of colonial America since they were working on different activities. While it is certainly true that these students did not learn everything there was to know about the period, they demonstrated a broad

and detailed knowledge of the period during a class discussion at the end of the activity.

The students were unanimous in their opinion that the unit was considerably more demanding in terms of the volume of work required as compared to their regular history class; however, they also felt that the unit had improved their research skills as well as their historical knowledge.

In order to help determine whether the curriculum was appropriate and practical, it was evaluated (see Appendix) by a team of teachers with experience in teaching gifted students and a university faculty member with expertise in the field of social studies and certification in gifted education. These evaluators were unanimous in their opinions that the curriculum was appropriate, sequenced well, covered the different cognitive levels of Bloom's Taxonomy, and was practical for classroom use. It was suggested that the curriculum should be supplemented with audio-visuals. A list of materials currently available in Clay County has been included (see Appendix).

This curriculum appears to be well suited for gifted eighth grade students. It is hoped that it can supply the necessary challenge and creative stimulation required by these students, increasing their motivation and resulting in high performance levels. Since curriculum development is a dynamic endeavor, users of this curriculum should revise and supplement the activities to meet student needs. Students

using it should be observed and surveyed in order to more thoroughly assess its strength and weaknesses.

APPENDIX

	agree	disagree
In my opinion:		
1. this learning activity was worthwhile to me.	100%	
2. this learning activity gave me an overall knowledge of this period in American history.	20%	80%
3. this learning activity improved my research skills.	100%	
4. this learning activity encouraged me to make efficient use of my time.	80%	20%
5. this learning activity placed too much emphasis on the acquisition of points rather than the acquisition of knowledge.	60%	40%
6. I learned more concepts than facts.	100%	
7. I learned more facts than concepts.		100%
8. this learning method is more enjoyable than more traditional methods.	40%	60%
9. A combination of independent/traditional class lecture would be better.	80%	20%

In my opinion, this activity could be improved by:

	agree	disagree
1. more direction from the teacher (lecture, sequenced activities, etc.)	60%	40%
2. more interaction with classmates (class discussion, debates, etc.)	40%	60%
3. requiring more points/completed activities.		100%
4. more use of audio-visuals	80%	20%

In my opinion, the following activities were worthwhile to my learning experience, and I would recommend they be included if students participate in this activity in the future:

	agree	disagree
1. Map work	100%	
2. Wordsearch puzzle	60%	40%
3. Crossword Puzzle	100%	
4. Colonial Chart	80%	20%
5. Activity cards	100%	

COMMENTS:

CURRICULUM EVALUATION

Based on your experience as teacher of gifted students,
answer the following questions.

	yes	no
Are the activities appropriate for eighth grade gifted students?		
Are the activities sequenced well?		
Do the activities cover the different cognitive levels of the taxonomy?		
Is the curriculum practical for use in the classroom?		

How might you most effectively use these materials?

Are there any areas of concern you have about these materials?

Comments:

CURRICULUM EVALUATION

Based on your experience as a university faculty member in social studies education, answer the following questions.

	yes	no
Are the activities appropriate for eighth grade gifted students?		
Are the activities sequenced well?		
Do the activities cover the different cognitive levels of the taxonomy?		
Is the curriculum practical for use in the classroom?		

How might you most effectively use these materials ?

Are there any areas of concern you have about these materials?

Comments:

SUGGESTED MATERIALS FOR RESEARCH SKILLS DEVELOPMENT

Advanced Research Pleasers

Available from:
The Monkey Sisters
2291 Via Cruz
Laguna Niguel, CA
92677

Creative Encounters With
Creative People

Available from:
Good Apple, Inc.
Box 299
Carthage, IL
62321-0299

Research Challenges

Available from:
Good Apple, Inc.
Box 299
Carthage, IL
62321-0299

Social Studies Stimulators

Available from:
The Monkey Sisters
2291 Via Cruz
Laguna Niguel, CA
92677

INDEPENDENT STUDY

DIRECTIONS:

Students will earn points by completing the activities selected from the learning center.

Points are earned in the following manner:

- 1 point - Knowledge activities
- 2 points - Comprehension activities
- 3 points - Application activities
- 4 points - Analysis activities
- 5 points - Synthesis activities
- 6 points - Evaluation activities

1 point may also be earned for completion of each worksheet puzzle or chart in the learning center.

All essays and stories will include a minimum of 200 words.

All original poems will include a minimum of 100 words.

All drawings will be colored or done in pen and ink.

A rough draft will be submitted to the teacher for each activity.

All final drafts will be written in ink. Crossouts, markovers, erasures and whiteouts are totally unacceptable.

All written activities will be turned in in a folder. Rough drafts and final drafts will be included in the notebook. The notebook should have a table of contents.

Grades will be earned in the following manner:

- 47-50 points - A
- 43-46 points - B
- 38-42 points - C
- 33-37 points - D
- 32 or less points - F

UNIT CONTRACT

UNIT OF STUDY _____

DUE DATE _____

FINAL DATE FOR ROUGH DRAFTS _____

WEEK ONE - _____ TO _____

GOAL - _____ POINTS COMPLETED _____

WEEK TWO - _____ TO _____

GOAL - _____ POINTS COMPLETED _____

WEEK THREE - _____ TO _____

GOAL - _____ POINTS COMPLETED _____

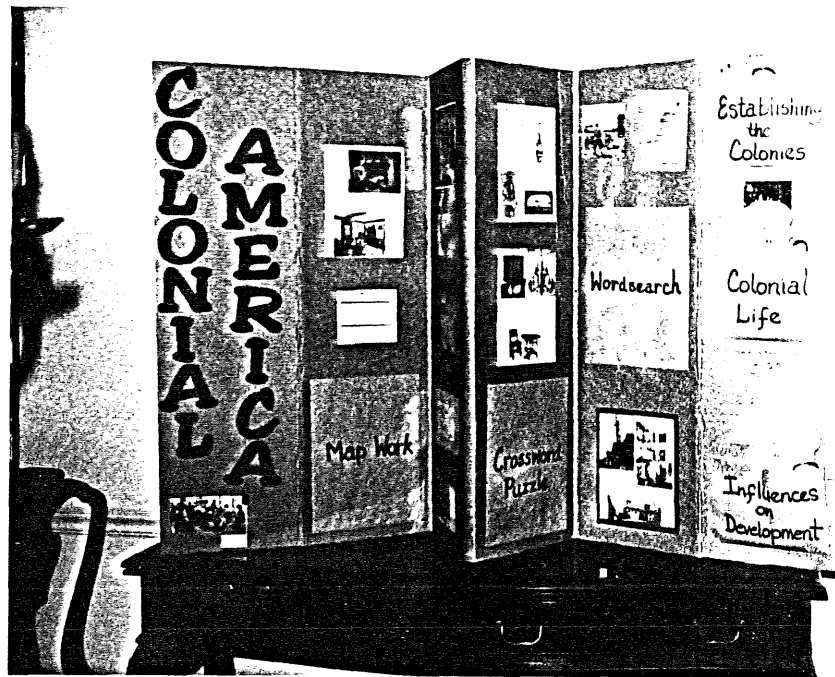
My overall goal for this unit is _____ points .

student signature_____
teacher signature

ACTIVITIES PLAN SHEET

[illegible]

Photograph of a model learning center



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